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ABSTRACT

This report presents an overview of the organization and structure of the Australian education system and focuses upon developments in education in that country from 1986 to 1988. The essential role played by education and training in facilitating the process of change required for economic growth and the achievement of social justice is represented by the decision to combine government responsibilities for employment, education, and training in one department. The National Board of Employment, Education and Training (NBEET) was created in 1988 to provide advice to the government on schools, higher education, skills formation, training, and research. Structural changes in education and training have been emphasized as part of the government's broad ranging program of micro-economic reforms. Among the important educational developments of this period include a government discussion paper, "Strengthening Australia's Schools," which focused upon the critical role that schools have in the achievement of national objectives. This report is divided into three sections: (1) organization and structure of the Australian Education System; (2) development of education 1986-88; and (3) problems and difficulties. A number of appendices that feature charts and tables of statistical data are included. (DB)

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National Report of Australia to the International Conference on Education

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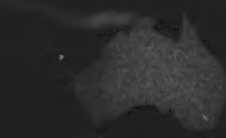

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National Report of Australia to the International Conference on Education

41st Session - Geneva 1989

prepared by

The Commonwealth Department of
Employment, Education
and Training

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Canberra

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This report covers developments in Australian education for the period 1 July 1986 to 30 June 1988. The material for the report was gathered from various sources including State Education authorities who are responsible for the administration of primary and secondary schooling and elements of post-secondary education (primarily Technical and Further Education). Input was also received from other Commonwealth Departments.

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OVERVIEW

The period covered by this report has seen significant changes in the education sector in Australia.

In July 1987, Federal responsibilities for employment, education and training were brought together in one portfolio, headed by the Hon J S Dawkins. The creation of this portfolio, and a Department of Employment, Education and Training, underscore the essential role played by education and training in facilitating the process of change required for economic growth and the achievement of the Government's social justice objectives.

In addition, the National Board of Employment, Education and Training (NBEET) was created during 1988. NBEET's role is to provide advice to the Minister and the government, and its four councils cover schools, higher education, skills formation/training and research. Government, the unions, business, education authorities and the general community are represented on the Board and its councils.

Structural changes in education and training have been emphasised as part of the government's broad ranging program of micro-economic reforms. A more highly educated, competent and flexible workforce is an essential ingredient in the process of change, as Australia moves to raise its international competitiveness in all areas of industry.

In parallel with economic reforms, the government is committed to making social justice a primary goal, and an indispensible element in achieving economic policy objectives. The changes in education and training are designed to contribute to giving young people, and particularly the disadvantaged, access to appropriate education and training to improve their individual life options and thus to enhance the general well-being of society.

The critical role that schools have in the achievement of national objectives was outlined in a government discussion paper, Strengthening Australia's Schools, released in May 1988. The paper raises issues which are being addressed in the national effort to improve and strengthen schooling, and assist in the development of a more effective co-operative approach between the different Australian school systems.

Higher education has been a major focus of government reform in the period covered by this report. A policy discussion paper was released in December 1987, proposing the most far-reaching changes in this sector for many years. The nature of the proposals are dealt with in more detail in the report. Following extensive consultation with all interested parties, reforms were detailed in a government White Paper on Higher Education released in July 1988, just after the reporting period for this report.

The next Australian report to the IBE will focus on policy changes in the schools and higher education areas and the developments flowing from them.

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ABBREVIATIONS

AACLAME	Australian Advisory Council on Languages and Multicultural Education
ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
ACET	Australian Council for Employment and Training
ACTA	Australian Council on Tertiary Awards
ACT	Australian Capital Territory
AEC	Australian Education Council
AETC	Aboriginal Employment and Training Committee
AGPS	Australian Government Publishing Service
ARC	Australian Research Council
ASCIS	Australian Schools Co-operative Information Service
ATS	Australian Traineeship Scheme
CAE	College of Advanced Education
CDC	Curriculum Development Centre
CSC	Commonwealth Schools Commission
CTEC	Commonwealth Tertiary Education Commission
DEET	Department of Employment, Education and Training
ESFC	Employment and Skills Formation Council
HEC	Higher Education Council
NAEC	National Aboriginal Education Committee
NBEET	National Board of Employment, Education and Training
OECD	Organisation for Economic Co-operation and Development
SC	Schools Council
TAFE	Technical and Further Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation

I ORGANISATION AND STRUCTURE OF AUSTRALIAN EDUCATION SYSTEM

I.1 PRINCIPLES, AIMS AND OBJECTIVES OF EDUCATION

(a) General principles

The administration and funding of formal education is a joint effort of the Commonwealth Government and State and Territory Governments with contributions from the non-government sector.

Under the Australian system, State Governments have the major responsibility for formal school education, including administration and substantial funding, while the Commonwealth Government organises education services in a number of small Territories and nationally has responsibilities for student assistance and supplementing education provisions to government and non-government schools and TAFE. It maintains a national perspective and is responsible for involvement in international education. Although funded by the Commonwealth Government, and established under State/Territory legislation universities and colleges of advanced education are autonomous institutions. Non-government (private) schools at all levels may be established.

Non-formal education is catered for by both government supported and privately funded institutions, and community-based organisations.

The following principles further characterise Australian education and training:

- attendance is compulsory at school between approximately six and fifteen years of age and completion of full secondary education or its equivalent is encouraged and/or some form of post secondary education.

- except in private schools, tuition fees are not charged and financial assistance is available.

- there should be equality of access to all levels of education.

- Australia, as a multicultural society, seeks through education to maintain diverse cultures while keeping English as the common language.

- education must take account of individuality while at the same time developing co-operation and maintaining social cohesiveness.

- education, training and retraining are of central importance to Australia's economic well-being.

- education must be responsive to community expectations.

- education is vital to protect our democratic rights and allow citizens to exercise their legal, industrial and political rights.

- education must be relevant to the needs and aspirations of students.

(b) Goals and specific objectives

Most State and non-government education authorities have published major statements on the aims and objectives of their systems. In general terms current statements endorse a system of education which takes into account differing needs, talents and interests; offers support which will minimise disadvantage; fulfils the intellectual, social, artistic and career potential of each child; encourages community involvement and stresses the importance of the education and training systems in providing a skilled and flexible work force to ensure a healthy economy.

The Commonwealth Government is currently working towards improving the skills and education level of its workforce so that it will be better able to adapt to change, especially technological change.

There is general agreement among the States and the Commonwealth in regard to education and training that:

- the knowledge and skills base of the population is seen as a critical determinant for future economic growth;

- there is a need to strengthen those mathematical, scientific and technologically based skills which are essential for the development of higher value added more technologically advanced export and import replacement industries;

- further growth in educational participation at all levels, school, TAFE and higher education will be necessary (along with improvements to the quality and relevance of education and training) if the level of educational attainment of the population as a whole is to be brought up to the standards of major international competitors;

- the development of more comprehensive, flexible and responsive industry training provision is required to meet changing occupational skills definitions and requirements associated with structural and technological change;

- industry needs to be closely involved in education and training at all levels but particularly TAFE and higher education (including financial investment);

- employment and training opportunities available to the unemployed and otherwise disadvantaged members of the community must be improved;

- the distribution and balance of the national education and training effort and its productivity must be improved. This process should include evaluation.

The Commonwealth Government has initiated several policy reviews and published policy/position papers on the future of education and training in Australia. In September 1987 the document "Skills for Australia" was released which discussed the policies and programs necessary for structural adjustment and continued economic growth. This was followed by two further statements, released in conjunction with the May 1988 Economic Statement - "A Changing Workforce" and "Strengthening Australia's Schools".

"Strengthening Australia's Schools" highlighted the critical and central role of schools in Social and economic adjustment, and the need to improve the quality, relevance and effectiveness of school-level education throughout Australia.

In December 1987 the Government released a policy discussion paper on the future of higher education (the Green Paper). The Government's prime objectives in higher education are to promote further growth in a manner consistent with our economic, social and cultural needs and to improve access to higher education for groups that are currently under-represented. Achievement of these objectives require important changes to the structure and management of the higher education system.

1.2 SYSTEM OF ADMINISTRATION AND MANAGEMENT

(a) Description of Administrative Systems

(Attached at Appendix A are organisational charts for some of the school systems in Australia).

Pre-Schools

Each State has a controlling authority for pre-school education. Administration may be through welfare authorities rather than educational ones, e.g. the Department of Youth and Community Services in New South Wales and the Health Commission of Victoria.

Schools

- Government Schools

The States and the Northern Territory administer their own systems of primary and secondary education through their government departments responsible to Ministers. The Commonwealth Government extends services to Norfolk Island, Christmas Island and the Cocos (Keeling) Islands, and, through the Australian Capital Territory Schools Authority, organises education services in that Territory.

In recent years there has been a continuing trend towards decentralisation of educational administration and a greater sensitivity to social and economic disadvantages. General policy is still formulated in education department head offices, which also retain responsibility for overall planning, financial matters, teacher recruitment, and broad aspects of curriculum development and examinations.

The schools in each State are linked with area directorates. Each area has superintendents or inspectors to assist in curriculum and administrative matters. All States aim to develop a community of teachers, parents and students represented in school councils, school boards, regional advisory councils, parents and citizens associations, or student councils, the responsibilities of which vary from State to State.

- Non-government schools

Private education exists in each State and Territory, operated under conditions determined by State/Territory government authorities, usually registration boards, and as long as the minimum standards are met, non-government schools govern themselves without interference. For example, a Catholic Education Commission in each State and at the national level constitutes an educational forum for Catholic schools, co-ordinates requests for government assistance and disburses funds among Catholic schools which form the majority of non-government schools.

Other non-government schools may be established under the auspices of such a church system, or may be entirely independent and not associated with any church or other organisation. All must, however, meet the requirements of the State education authority.

Non-government schools are funded partly from private resources and partly from public funds. In recent years, non-government schools have received increasing financial support from State and Commonwealth governments.

Tertiary education

- Technical and further education (TAFE)

In New South Wales, South Australia, Victoria, and the Australian Capital Territory (A.C.T.) there are separate bodies responsible for technical and further education (TAFE). In Queensland, TAFE is now administered through the Department of Employment, Vocational Education and Training. In the remaining States and the Northern Territory it is administered as a division within the departments of education.

- Universities and colleges of advanced education (higher education)

Universities and nearly all colleges of advanced education are self-governing institutions established under State or Commonwealth legislation. Their governing bodies are responsible for the management of the institution's affairs, particularly the conferring of degrees and diplomas and the appointment of staff.

Non-formal education and training

On the national level non-formal education receives support from the Department of Employment, Education and Training. States may also co-operate with non-governmental organisations such as the Australian Association for Community Education. Regional and community access to non-formal education is encouraged by Library Boards and city councils in each State. Details of developments in the non-formal sector are provided in Section II.

National employment, education and training advisory bodies

National Board of Employment, Education and Training (NBEET).

In December 1987 the Minister for Employment, Education and Training, the Hon John Dawkins MP announced the establishment of a new advisory structure to take responsibility for a wide range of advisory functions, including those previously undertaken by the Commonwealth Schools Commission (CSC), the Commonwealth Tertiary Education Commission (CTEC), and the Australian Council for Employment and Training (ACET).

The National Board of Employment, Education and Training (NBEET) is a statutory body reporting directly to the Minister for Employment, Education and Training on all issues within the Ministry.

There are four advisory Councils reporting to the National Board:

. Schools Council (SC)

. Higher Education Council (HEC)

. Employment and Skills Formation Council (ESFC)

. Australian Research Council (ARC)

The advisory structure provides for input from educational and training providers, business, industry and trade union representatives as well as parents and other interested members of the community.

The key feature of the structure is that it is based on one unified advisory mechanism within the portfolio but outside the Department.

The Board will have statutory responsibility to report publicly its advice on policy and resource allocation issues in the employment, education and training area. Reports from the Councils to the Board will be incorporated in the public reports of the Board.

Asian Studies Council.

Established in November 1986 to:

- stimulate and promote national awareness of Asian studies and languages in industry and the community; and
- provide a national perspective on Asian studies requirements in Australian education at all levels.

Commonwealth-State Consultative Committee on Employment, Education and Training.

This Committee is in the process of establishment. The Committee will be composed of nine senior officials nominated by Commonwealth, State and Territory Ministers. The Committee will provide an important means of identifying broad State/Territory Government priorities in the field of employment, education and training. It will also provide a forum for early resolution of significant Commonwealth/State Territory issues in relevant areas.

Aboriginal Employment and Training Committee.

This Committee was part of the former Australian Council for Employment and Training - providing advice on employment and training matters for Aboriginals.

National Aboriginal Education Committee (NAEC).

The NAEC is an independent ministerial advisory committee, the NAEC has educational and policy interactions with State and Territory Education Departments and relevant Ministers, the non-Government sector as well as national organisations concerned with education, including parent organisations, teacher unions, Australian Early Childhood Education body, etc.

It is intended that the NAEC and Aboriginal and Employment Committee be subsumed into a new body, the Committee on Aboriginal Employment, Education and Training.

State education commissions and advisory bodies

Statutory and advisory bodies in some States and Territories also advise Ministers on policies, implement government decisions, and ensure the efficient operation of government programs.

-	New South Wales	Education Commission) These are to be New South Wales Higher) abolished shortly Education Board) Board of Senior School Studies Secondary Schools Board
-	Victoria	Victorian Post-Secondary Education Commission (VPSEC); Victorian Curriculum Advisory Board (VCAB); State Board of Education State Training Board
-	Queensland	Board of Advanced Education Board of Teacher Education Board of Secondary School Studies
-	Western Australia	Secondary Education Authority Western Australian Post-Secondary Education Commission (WAPSEC)
-	South Australia	Office of Higher Education Senior Secondary Assessment Board of South Australia (SSABSA)
-	Tasmania	Tertiary Education Commission of Tasmania (TECT) Schools Board of Tasmania
-	Northern Territory	Education Advisory Council TAFE Advisory Council Tertiary Education Council Board of Studies Peppi - Aboriginal Education Consultative Group
-	Australian Capital Territory	ACT Education and Training Council ACT Vocational Training Authority

Australian Education Council (AEC)

The AEC comprises the Commonwealth, State, and Northern Territory Ministers for Education. In those States where responsibility for TAFE rests with a Minister other than the Education Minister, the Minister responsible for TAFE may also attend. The Ministers for Education of New Zealand and Papua New Guinea, or their representative attend as associate members. Each major Council meeting is preceded by a meeting of a Standing Committee of advisers which makes recommendations. The Council is complemented by the Conference of Directors-General, the Conference of TAFE Directors and meetings of post-secondary co-ordination authorities.

Commonwealth Department of Employment, Education and Training

The Commonwealth Department of Employment, Education and Training was formed from the Department of Education and the employment and training component of Department of Employment and Industrial Relations. The new Department is responsible for Australia's employment, education and training activities at the international level; for national schemes of financial assistance to students and schools; for administration of

Commonwealth general recurrent and capital grants for schools; for provision and policy advice to the Minister regarding priorities for Australian employment, education and training needs; administration of funding for higher education and of Commonwealth grants to TAFE; and for various research activities.

Other major national education bodies

- The Australian Advisory Council on Languages and Multicultural Education (AACLAME)

- The Curriculum Development Centre (CDC), of the Department of Employment, Education and Training

- The Australian Council for Educational Research (ACER) is an independent educational research organisation, funded largely by the States and Commonwealth

- The Australian College of Education which has a membership of approximately 6,000, undertakes research and development projects and disseminates information in the education field.

- The Australian Council on Tertiary Awards (ACTA) seeks to ensure consistency in the qualifications awarded by colleges of advanced education and the technical and further education (TAFE) sector

- A number of national organisations provide a basis for consultation. These include the Australian Vice-Chancellors' Committee, the Australian Committee of Directors and Principals in Advanced Education, the Australian Teachers' Federation, the Australian Council of State School Organisations, the Australian Parents Council, and the National Catholic Education Commission and the National Council of Independent Schools

- The Australian Schools Co-operative Information Service (ASCIS) provides an educational data base service to schools, including library and curriculum information. The ASCIS is a private company owned by the Commonwealth and State Governments.

(b) Changes in educational administration

Commonwealth

In July 1987 the Government established a new Department, the Department of Employment, Education and Training to co-ordinate education and training in conjunction with the needs of the economy and the labour market. The new Department was formed by the merging of the former Department of Education and the employment and training elements of the Department of Employment and Industrial Relations. Other minor adjustments were also made:

. transfer of the Office of Youth Affairs to the new Department to form the Youth Bureau.
. transfer from Department of Science of the administration of research funding programs

In December 1987 the Minister for Employment, Education and Training, the Hon John Dawkins MP announced the establishment of a new advisory structure to take responsibility for a wide range of advisory functions, including those previously undertaken by the Commonwealth Schools Commission (CSC), the Commonwealth Tertiary Education Commission (CTEC), and the Australian Council for Employment and Training (ACET).

The National Board of Employment, Education and Training (NBEET) is a statutory body reporting directly to the Minister for Employment, Education and Training on all issues within the Ministry.

STATE LEVEL

Over the past years all government-operated school systems have undergone reorganisation of administrative structures:

- Victoria

Over the period of review Victoria has been moving to consolidate and rationalise education and training. In 1987 Ministerial responsibility for education and training was placed within one portfolio. Prior to this education and training were separate and administered by different departments (Ministry of Education and Department of Labour) responding to numerous pieces of unconnected legislation.

The structure of the education and training system was reorganised as follows

- a Division of Educational Ministry Services, which includes the Office of the Minister and Chief Executive, as well as portfolio co-ordinating responsibilities in the areas of policy and resources.

- a Schools Division responsible for the administration of all Government primary and secondary schools within Victoria.

- an Equal Education Opportunity Division which has an objective to implement State and Commonwealth Government policies on access and participation of disadvantaged groups to education and training. These groups include migrants, aboriginals, women and girls.

- a Further Education Division which has responsibility for co-ordinating and resourcing further education assisted by Regional Further Education Committees and a Council of Adult Education.

- the Victorian Curriculum and Assessment Board which is responsible for accrediting subjects in the post-compulsory years of schooling and the awarding of the end of school credential, the Victorian Certificate of Education.

- the Victorian Post-Secondary Education Accreditation Board whose goals are to establish and maintain standards and quality in post-secondary courses offered by colleges of advanced education and institutes of technology, and providers of Technical and Further Education.

- Northern Territory

The Northern Territory Government is working towards greater parental and community involvement in the operation of schools.

While retaining central control and direction over educational aims and policies and such areas as curriculum and advisory services, system-wide assessment and certification and overall staff and resource allocation, the Government intends to devolve as much control over staffing, funds and other resources as possible. The Government believes schools will be in a better position to respond to local needs.

The Northern Territory has also introduced separate junior and senior high schools -- designated high schools for students in Years 8 to 10 and secondary colleges for students in Years 11 and 12 -- in the two main population centres, Darwin and Alice Springs. The main reason was to increase the range of courses available to senior secondary students.

- South Australia

Recommendations from a "Report of the Review of Superintendents in the Education Department of South Australia" have led to the establishment of a State-wide Education Review Unit to assess the quality of education programs offered in State schools, in accordance with school achievement plans.

Other changes in administrative structures are mooted in the Yerbury Report on Staff Management of the South Australian Education Department, which will provide a basis for negotiation with relevant unions.

- New South Wales

From 1987, Principals and some Deputy Principals have been appointed by merit alone from the promotions lists, on which they have gained a place by merit, rather than by seniority alone. Legislation is pending to extend this to all classes of promotion position.

Technical and further education (TAFE)

There have been considerable changes in several States and Territories in the administration of TAFE in the last two years.

TAFE in New South Wales, South Australia and the ACT is administered through separate TAFE authorities. In 1987 the former Victorian TAFE Board was replaced by the State Training Board thus bringing together TAFE and training. Similarly in Queensland TAFE became the responsibility of the newly created Department of Employment and Vocational Education and Training. In the Northern Territory, Tasmania and Western Australia TAFE remains within the Education Departments.

- South Australia

In 1985/86 the South Australian State Government reorganised its portfolio groupings. As a result, tertiary education, including TAFE, was moved from the specialist education portfolio and included in a grouping of State Development, Technology, and Employment and Further Education. This move emphasises the role of TAFE in the business of transferring new technology to firms and the workforce in South Australia, and in promoting the economic development of the state.

- ACT

In the ACT the following changes were effected:

. an ACT Education and Training Council was established as a high-level body to provide advice on the planning and co-ordination of education, and with general responsibility for the accreditation of courses and fostering links between education and industry;

. the three TAFE colleges were amalgamated and the ACT Institute of Technical and Further Education was created;

. a Vocational Training Authority was established to advise on policy and operations in vocational training.

- Western Australia

In 1986 the administrative arrangements of the Education Departmewnt of Western Australia were reviewed by the Western Australian Government's Functional Review Committee. The outcome of the review was the establishment of a Ministry of Education with three divisions - Schools, TAFE and Policy and Resources. The newly created Policy and Resources Division is responsible for tasks of monitoring, co-ordinating and reviewing developments across the Education portfolio.

An Office of TAFE was created within the Ministry of Education. As part of the former Education Department TAFE had formed links with the schools sector. Its establishment as an office within the Ministry, while retaining its important links with schools and other educational providers, will encourage the further development of its linkages with organisations and groups dealing with workforce skilling.

In Victoria, a State Training Board was created with the broad objective to develop a flexible and relevant training system.

The State Training Board co-ordinates the delivery of education and training through 32 Technical and Further Education Colleges serving some 391,000 students. The STB also acts as a focal point for 36 employer conducted off-the-job industry training centres, a developing industry training network and 12 skill centres. The STB is now also responsible for the administration of apprenticeship and traineeship programs within the State.

<u>Universities and colleges of advanced education</u> (higher education)

Higher education is currently under review. The Commonwealth Government released a policy discussion paper - the Green Paper - in December 1987. A White Paper will be released in July 1988 which will result in considerable change to the structure of higher education in Australia.

I.3 FINANCING OF EDUCATION

(a) EDUCATIONAL OUTLAY 1985/86 FISCAL YEAR

Details of the total education outlay for 1985/86 and earlier years are set out in Table C11. As a proportion of gross domestic product public expenditure on education decreased from 5.9 percent in 1982-83 to 5.4 percent in 1985-86. In round figures, some 60 percent of public outlay on education in 1985/86 was allocated to schools, 20 percent to universities and colleges of advanced education, and 11 percent to technical and further education. As a percentage of the Commonwealth outlays, education accounted for between 7.0 to 7.3 percent in the report period.

(b) DISTRIBUTION OF EDUCATIONAL OUTLAY

For details of distribution see Table C11.

General recurrent funding from the Commonwealth to the States for government and non-government schools is provided on a per student basis. Formal resource agreements are negotiated between the Commonwealth and State and non-government system authorities. The agreements relate to additional Commonwealth general recurrent grants under a new funding scheme adopted in 1985. These grants will be directed towards the national priority areas. This situation is under review.

For non-government schools Commonwealth assistance is needs based. The grant per student depends on a comparison of a school's income from private sources with a basic level of resources expressed in terms of dollars per student. The resulting Education Resources Index places schools in one of twelve funding categories, each with set per capita grants for primary and secondary students.

In 1988 the Commonwealth is providing $167.7m for government schools and $60.7m for non-government schools for capital works. Priorities for funding include provision for schools serving students from communities characterised by low socio-economic circumstances, provision of facilities to assist schools to encourage student particiption at Years 11 and 12, and provision of facilities to encourage equal participation by boys and girls in all areas of the curriculum and to assist in widening career options for girls. A higher proportion of funds was progressively directed over the 1986-88 period for the upgrading of buildings in existing schools.

The Commonwealth is responsible for the full funding of higher education in Australia, and it funds 8 percent of recurrent programs and 65 percent of capital works and equipment in the technical and further education systems. Funding is made available to higher education on a triennial basis, its level and nature based on the priorities and policies of the Commonwealth Government following advice from the appropriate sources. The extent of funding provided by the Commonwealth is illustrated by the following figures (estimated December 1986 prices):

Higher Education - recurrent $2204.4m, capital $86.3m and equipment $123.6m (does not include income from Higher Education Administration Charge)] This accounts for over 45% of the Commonwealth's outlays on education

Technical and Further Education (total $278 million).

I.4 ORGANISATION AND STRUCTURE OF THE EDUCATION SYSTEM

(a) Description of education system

For chart of Australian education structure see Appendix B.

Pre-school

About 80 percent of Australian children attend for a year before entering school, usually in sessions of two to three hours for two to five days per week. Fees are sometimes charged and parents often contribute in other ways, such as by assisting at some sessions and contributing towards the purchase of materials.

School

The division between primary and secondary schooling varies from State to State, and can occur at the end of either year 6 or 7. The certificate at the end of year 12 (year 11 or year 12 in Tasmania) is issued after either external or internal assessment or a combination of the two. Approximately 80 to 90 percent of government secondary schools are co-educational. Most secondary schools will accept over-age students, but TAFE provides matriculation courses for mature age students.

The school year is usually of 40 weeks duration. It is divided into 4 terms in New South Wales, Victoria, South Australia, Western Australia and the Australian Capital Territory; into 3 terms in Tasmania; and into semesters in Queensland and the Northern Territory. The number of lessons per day - usually 6 to 8 - varies from school to school. The number of lessons per subject also varies and is dependent on the number of subjects included in the course. Lessons per day and lessons per subject are school decisions.

Post-secondary

Post-secondary education is available in universities, colleges of advanced education, technical and further education (TAFE) institutions and a small number of other, more specialised post-school institutions.

Universities offer bachelor and diploma courses of three or four years full time or equivalent, although some such as medicine may be as long as six years full time. Other qualifications are postgraduate diplomas (usually after one years' full-time study after a bachelor's degree or equivalent); a master's degree, by thesis, by coursework or by a combination of both (usually after an honours degree and two years' full-time study or equivalent); or a doctorate (usually after three to four years' full-time study or equivalent).

Colleges of advanced education offer degree, diploma and associate diploma courses after two to four years of full-time study or equivalent and postgraduate diploma and master's degree courses.

Technical and further education (TAFE) institutions offer courses in the following categories: professional, para-professional, trades, other skilled, preparatory, and adult or further education. The majority of courses in TAFE institutions are conducted on a part-time basis, concurrent with employment, but full-time enrolments have grown rapidly as TAFE has become an alternative to full-time study in higher education institutions for young people.

Educational services for groups with special needs

All schools provide assistance to students needing special programs. There are remedial courses, counselling, health services, and specialist staffing to develop programs for students with particular aptitudes or handicaps.

- Aborigines and Torres Strait Islanders

The National Aboriginal Education Committee (NAEC) is the principal policy adviser to the Commonwealth Government on aboriginal education matters, working closely with the portfolio agencies to monitor existing policy and programs and to develop new ones.

The NAEC identifies the following aims of Aboriginal and Torres Strait Islander Education:

- that Aboriginal and Torres Strait Islander education be a process that builds on their cultural heritage and world view;
- that educational programs be developed using Aboriginal learning styles;
- that Aboriginal and Torres Strait Islander education lead to personal development and the acquisition of the skills and learning needed;
- that Australia as a whole become aware of its Aboriginal and Torres Strait Islander heritage and history;
- that Aboriginal and Torres Strait Islander Studies be the core of further cross-cultural studies for a multicultural Australia;
- that Aboriginal and Torres Strait Islander people be given the responsibility for planning and implementing policies on Aboriginal education;
- that Aboriginal and Torres Strait Islander people be trained for and employed in education service delivery.

Aboriginal Education Units have been established in all TAFE and State Departments of Education except in the A.C.T. and Northern Territory.

- Students from non-English speaking backgrounds

The pattern of immigration into Australia has made it into a culturally diverse society. Since the end of the 1960s, successive governments have pursued a policy which has become known as one of multiculturalism. This policy distinguishes between essential educational processes applicable to all students and particular programs for students from non-English speaking backgrounds - for example English as a Second Language.

State and non-government education authorities employ specialist teachers to provide instruction in English as a second language to infant, primary and secondary students of non-English speaking background.

The Commonwealth Government provides funding under the English as a Second Language Program to assist education authorities and schools to develop the English language competence of students of non-English speaking background. Funds may be used for the employment of specialist teachers, including bilingual teachers, advisory staff, interpreters, translators, teacher aides and school-community liaison workers; curriculum development; teaching and learning materials; and inservice courses for teachers.

The new arrivals element of the Program assists education authorities to provide intensive English language instruction for periods of up to 12 months for refugees and other non-English speaking students who are newly arrived in Australia.

The Adult Migrant Education Program (AMEP) facilitates the settlement of migrants. Its primary tasks are to help migrants to speak, understand, read and write English and to provide information about Australia and Australian society. The AMEP is nationally funded and co-ordinated while its educational services are delivered principally by State and Territory education authorities, with some involvement by tertiary educational institutions.

- Students with disabilities

Through the Commonwealth Special Education Programs administered by DEET the Commonwealth Government supplements the States' funds for handicapped children aged 0-18 years. Special education covers many disabilities and is provided in various educational settings: residential institutions, special schools, special classes in regular schools, and increasingly in regular classes, where children either join for the full range of activities or are withdrawn for periods of specialist 'intervention'.

Special provisions and arrangements for handicapped children vary from State to State and include: early enrolment in special schools (from four years); involvement in multidisciplinary early intervention programs often from birth; integration into regular pre-schools; and itinerant education and therapy services in isolated rural communities and in the family home.

- Women and girls

Efforts to counter sex bias in education and to improve educational opportunities and outcomes for girls and women are continuing. All sectors of education and all States and Territories have been undertaking programs and projects directed at reducing various aspects of women's and girls' educational disadvantage, some of which have been supported by Commonwealth resources. State anti-discrimination legislation in four states - South Australia, Western Australia, Victoria and New South Wales - reinforces Commonwealth legislation in this area and affirmative action legislation regarding employment.

The requirement in all Commonwealth schools programs that funds be available for the equal benefit of male and female students in participating co-educational schools is incorporated in legislation appropriating those funds.

Special structures exist within DEET with particular responsibilities for the education of girls and women, respectively the Education of Girls Unit and the Women's Bureau.

In addition, the Department has a general responsibility for monitoring and reporting on the impact of portfolio programs and initiatives on women and girls.

New advisory structures for the education of women and girls have been foreshadowed by the Minister for Employment, Education and Training.

- People living in rural and isolated areas

While much of Australia's population resides in major coastal cities, around four million people live in rural Australia. Of these, some one million are students attending school.

Rural Australia presents distinctive challenges for schooling which reflect rural circumstances associated with distance and isolation. Many schools in rural areas are small in size and face difficulties in providing a comprehensive educational program for their students.

While the majority of school students have daily access from their homes to school, this is often only possible by extensive travel each day by school bus or other means. For some students, school attendance is achieved by living away from home, either in boarding schools, hostels or private accommodaton. Other students who do not have daily access to school study at home using distance education (i.e. correspondence schools or schools of the air). Nearly half of Australia's universities and many CAEs and TAFEs offer external courses for students unable to attend lectures on campus.

For many years State governments have assisted isolated parents with boarding and isolation allowances and conveyance allowance. The Commonwealth Government also has a national Assistance for Isolated Children Scheme. The Commonwealth Country Areas Program, which aims to improve educational services in rural areas, is conducted jointly with State and non-Government authorites. Boarding schools are eligible for Commonwealth capital grants.

- Students who are socio-economically disadvantaged

Support for schools which serve concentrations of students disadvantaged by socio-economic circumstances has been a concern of successive governments. The Disadvantaged Schools Program (DSP), introduced in 1974, has continued to promote opportunities for more equal outcomes of schooling for students attending government and non-government schools identified under the program. It has provided these schools with resources in addition to those normally available to enable the whole school community to introduce strategies for improving the student's learning, self esteem and capacity to make decisions.

- Gifted and talented students

Policies for the education of gifted and talented children are still evolving, but typically students are given opportunities within neighbourhood schools, with outside assistance being sought as appropriate. Some systems are experimenting with programs removing such children from normal classes to attend classes with intellectual peers or other talented children. These classes may be placed among ordinary schools, some offered part-time, others full-time.

Queensland has developed intensive training facilities for groups of students with particular skills, including dance and tennis Schools of Excellence and two tertiary-linked Centres of Artistic Development in visual and performing arts, and has monitored school and regional initiatives for gifted and talented children.

Several methods are used in Northern Territory schools to cater for needs of gifted students. These range from full-time classes and part-time withdrawal to in-class enrichment. Itinerant teachers have been appointed in Darwin and Alice Springs.

In Western Australia the Primary Extension and Challenge (PEAC) Programs operate for most academically-talented students from Years 5 to 7, and a Secondary Extension and Challenge (SEAC) operates. Western Australia also operates special programs in selected high schools for talented students in music and art. Entry to these programs is competitive.

Educational and vocational guidance

These services are provided at the State level. Counsellors employed by the State Education Departments are based in regions and visit schools on request.

Careers education is part of almost all secondary students' programs and is generally provided through the appointment of specialist careers teachers and the provision of supporting resources and materials. Career information is provided either through specific curriculum elements designed to improve students' knowledge and understanding of the world of work and career options or through curriculum elements integrated in existing courses, particularly the social sciences and humanities. Curricular initiatives may be supplemented by individual or group counselling and information services, and by 'work experience' programs which facilitate interaction between the workplace and the curriculum.

Length of compulsory stage of education

School attendance is compulsory throughout Australia from the age of six until fifteen in all States and Territories except Tasmania where it is five to sixteen. In practice, the majority of Australian school children commence primary school at about five, and over 70 percent of students in Year 10 continue into year 11. Slightly more than 50 percent of all school children complete a full secondary course or its technical and further education (TAFE) equivalent.

Term dates

The school year runs from late January-early February to mid-December. The year in technical and further education (TAFE) institutions follows a 2 semester/3 term pattern commencing in mid-February and ending in late November/early December. In universities and colleges of advanced education, the academic year generally starts a month later, and both term and semester systems are followed.

Admission and assessment procedures

Entry to primary schools is on the basis of age, with intakes of new pupils once or twice a year. Annual promotion with the child's age peers is the general practice. At the secondary level, annual promotion is again the usual practice, but students may be grouped according to ability or level of difficulty of the course selected.

Examination and assessment are currently undergoing reform. Generally they are carried out by individual schools. No qualifications are awarded until the end of the first stage of secondary education (Year 10) when in most school systems a school (or junior) certificate is awarded on the basis of internal school examinations and teacher assessment. In all States and Territories, a higher school (or senior) certificate is awarded at the end of Year 12. Moderated or accredited internal school assessment are often combined with an external examination.

The matriculation requirements of universities and colleges of advanced education are generally based on academic achievement in the final secondary examination. A proportion of places in undergraduate courses is also reserved for mature-age students or other special groups such as Aboriginals who do not satisfy formal matriculation requirements but are selected according to their assessed aptitude for further study. Entry to certain courses such as medicine, law and veterinary science is highly competitive. Academic progress is usually assessed by a combination of examinations and continuous assessment.

(b) Curriculum

School level

The following section outlines the mechanisms of curriculum development in Australia and the subjects taught at the school level. The somewhat static picture presented masks the fact that the curriculum is undergoing major revisions.

In general in each State or Territory a curriculum development unit works closely with syllabus and examination boards to produce syllabus guides, curriculum materials and professional advice to teachers. The service offered by these units has changed as schools have become more responsible for course development and assessment. Except at senior secondary level, detailed curricula have been replaced by curriculum guides in most sytems and, in some, curriculum development is left almost entirely to schools. Curriculum committees have been established to approve courses developed. The national Curriculum Development Centre within the Federal Department of Employment, Education and Training facilities exchange of information, material, and ideas between State education departments.

Each school establishes an appropriate timetable. Most schools follow a core curriculum plus options up to the end of year 10. The core includes English, mathematics, science, social science. After this time the students have a wider range of choices and can specialise in areas of interest.

Pre-school programs and curricula are for the most part the professional responsibility of the individual teacher concerned.

The following outlines the basic subject taught at each level.

- Lower primary (preparatory year, Years 1 and 2)

The emphasis is on the development of basic language and literacy skills (speaking, reading, writing and comprehension); simple arithmetic; moral and social education; creative activities (dance, art, craft etc.); and health training.

- Upper primary (years 3 to 6 or 7)

The general elementary program includes English (developing basic expression and learning skills); mathematics; social studies; elementary science; music; art and craft; physical education; health. Optional subjects may include religious instruction, foreign and community languages, and instrumental music.

- Junior secondary (Years 7 or 8 to 10)

A basic core of subjects is retained throughout the junior secondary stage, with additional optional subjects. The core subjects are English, mathematics, science and usually a humanities or social science subject. Optional subjects may include another language, a further humanities or social science subject, commerce, art, music, home arts and craft, a manual arts subject, agriculture, consumer education, shorthand, typewriting, drama, road safety or leisure activities.

- Senior secondary (Year 11 and 12)

Some core subjects are usually retained; additional subjects may include computer studies, a wider range of languages, more specialised units in history, economics (to replace commerce), computer technology, politics, social psychology, legal studies, technology, and art, music, speech and drama.

Tertiary level

Technical and further education institutes offer courses in professional, para-professional, trades, other skilled, preparatory and adult education areas. Universities provide courses and conduct research in a wide range of professional and academic disciplines. Colleges of advanced education, including institutes of technology, vary from institutions offering a diversity of courses to single-purpose colleges specialising in one discipline such as music or teacher education.

Fields of study leading to a bachelor's degree include: humanities, fine arts, social and behavioural sciences, law, education, economics, commerce and government, medicine, dentistry, natural sciences, engineering, architecture, agriculture and veterinary sciences.

(c) Teacher education

Pre-Service Education

Admission to teacher education courses is normally subject to the entry requirements of individual universities and colleges of advanced education. Most teachers are educated in colleges of advanced education, but a substantial number of secondary teachers and a few primary teachers receive their pre-service education in a university. Non-government teachers' colleges, most of which are operated by religious denominations, educate teachers for non-government schools. Most pre-school and primary teachers are educated for three years in a college of advanced education before being eligible to teach. Most secondary teachers follow a four-year course in either a university or a college of advanced education. In the case of university educated secondary teachers, pre-service preparation generally takes the form of a three or four year non-education degree followed by a one year diploma of education. Practice teaching is required, and in some cases this assumes a large part of the total teacher education program. Registration as a teacher is a requirement in most States prior to employment and the successful completion of an approved pre-service course is usually the basic requirement for registration.

Postgraduate studies, often undertaken in the teacher's own time, are available to those teachers who wish to specialise in a particular aspect of teaching, to develop further the content area in which they teach, or to undertake studies in educational administration.

There has been development of courses of training for TAFE and tertiary teachers throughout Australia.

In view of the present need for high quality graduates in the scientific and technological fields and given the importance of an adequate background in mathematics and science to school leavers wishing to enter tertiary courses in these fields, the Commonwealth Government has established a national review of teacher education in mathematics and science. The review, which commenced mid-1988, is examining both pre-service courses and formal courses for teacers in employment at the primary, secondary and, where appropriate, at the technical and further education levels. It is expected to be completed by the end of 1989.

In-service

In-service training programs generally take the form of short non-award courses provided by, or in association with, the government and non-government education authorities in all States and Territories. Courses are usually provided for practising teachers and school administrators although in more recent years there has been an increasing number of initiatives for parents and other members of the school community. There has been a growing emphasis on school-based and school-focussed inservice activities. In-service programs may be funded from Commonwealth specific purpose programs or general recurrent grants, or from State government and non-government education authority sources. Other agencies, such as teacher and parent associations and professional bodies, also make a significant contribution in the area. While system provided in-service programs do not lead to formal tertiary awards or credentials, participation in such courses by teachers may be recognised by employing authorities for remuneration and promotion purposes. Many higher education institutions are also involved in in-service education through the provision of courses within their continuing education programs or post-experience programs.

While the specific inservice courses offered differ greatly from State to State and between education systems, most education authorities have encouraged and sponsored in-service programs in Aboriginal education and teaching, computer awareness and practice, parent participation in schooling, effective teacher-parent interaction, educational leadership for key school personnel, curriculum development in specific subjects, special education, education and the arts, non-sexist education, and improving curriculum options for girls and students from non-English speaking backgrounds, or isolated and/or low socio-economic areas.

DEVELOPMENTS IN EDUCATION 1986-88

This period has been one of such significant change that it is not possible to separate new policy orientations and development of the system, the two being integrally related. These two sections have therefore been combined to provide information on developments in education over the last two years.

1. New Priorities

There is a considerable interest at national and state level, and in industry, to clarify and develop the links between education and economic development. This is reflected in Ministerial statements (both Commonwealth and State), in deliberate moves to extend senior secondary curriculum, and in doing so to emphasise science and technology and in new machinery to build co-operation between academic research/training providers and industry.

The Commonwealth's highest priority is to ensure that education plays an active role in responding to the major economic challenges facing Australia. Accordingly, the Commonwealth's overall strategy in education and skills development is focussed on:

- increasing participation in education and training;
- improving the quality and structure of courses and training arrangements;
- seeking more efficient use of resources in education and training, better reflecting the economy's needs
- raising industry's commitment and contribution to training; and
- providing employment and training opportunities for the unemployed and other disadvantaged groups.

In the various States there has also been significant discussion about education and the economy and there is general agreement that education and training must respond to the economic challenges facing Australia.

2. Schools

- Secondary Education

The most significant trends in development have been concurrent with increased secondary retention rates. Secondary schools are offering a greater choice of subjects and flexibility of courses, and emphasising broad skills which allow students to continue education and become productive and flexible members of the workforce.

All systems have policies aimed at assisting schools to meet new challenges arising from social, economic and technological change. These include policies in the areas of work experience, Aboriginal education, multicultural education, gender equity and children with special needs.

School systems are also giving priority to the development of policies to address the changing needs of students in Years 11 and 12. Particular attention is being directed to the development and implementation of curricula to meet the needs of those students who do not wish to proceed to tertiary study. In addition to publicly examined subjects, school-based and school-assessed courses are offered to provide appropriate learning experiences for students of different abilities.

The relatively recent introduction of co-operative school-TAFE programs has increased the range of course offerings and career choices open to young people in the post-compulsory years of secondary schooling and is also assisting students to make informed choices about post-school further education and training options.

- Methods and equipment

The broadening of the curriculum has been accompanied by a shift from the traditional emphasis on theoretical studies to an increasing recognition of the importance of practical and applied studies at the senior secondary level. There has also been an increasing focus in teaching and learning on the application of concepts to problem-solving and the development of students' capacity for critical judgement.

In recent years the student activity approach has been fostered, involving research, project work and the development of creative learning situations. There has been an increase in the use of audiovisual equipment as technological developments have provided new methods of communication. Many schools use team teaching and group discussion techniques. Schools produce much of their own teaching and visual aid material and some technical and laboratory equipment as determined by resources and by staff skill, interest and time.

All secondary schools have laboratories, workshops, and sports ovals; some schools have sports halls, drama complexes, music suites and swimming pools. The provision of basic equipment in secondary schools is generally satisfactory, but the level of specialised technical equipment varies, many schools finding difficulty in keeping up with the latest technology and in replacing equipment.

Almost all Australian primary and secondary schools have access to computer facilities, mostly based on individual personal computers, although, in some States, there are full system networks in which all schools are linked. In general, Australian interest focusses on the use of computers across the curriculum and in the development of data base services for teachers and students.

Major applications have been developed in areas such as word processing for language classes, computer assisted drafting in manual arts, and for simulation purposes in the physical sciences.

3. Education

- Higher Education (Universities and Colleges of Advanced Education)

At the same time as release of the Commonwealth Budget for 1987 the Minister for Employment, Education and Training circulated a paper - The Challenge for Higher Education in Australia - in which he outlined the challenges facing higher education and proposed that a policy discussion paper be written for widespread public comment and discussion. This policy paper, the Green Paper, was released in December 1987. Following consideration of responses the Government will present its long term policies for higher education in a White Paper (to be released July 1988) to be implemented from the beginning of 1989.

The Government considers that participation must increase in higher education but that this growth cannot and should not be entirely funded from the public purse. The Green Paper recommended the establishment of a Committee to investigate and make recommendations on the funding of higher education. The Government agreed to this and a Committee was set up in early 1988. It released its report in April 1988. The recommendations are still under consideration by the Government.

There has been continuing concern that disadvantaged groups should be able to participate in higher education and programs such as the Higher Education Equity Program have continued. A series of innovative pilot projects has been funded in universities and colleges to increase access to, and successful participation in, higher education by young people from low income families, Aborigines, the disabled, people from non-English speaking backgrounds and women in non-traditional fields of study.

The sorts of projects supported have included special admission schemes to trial new and alternative entry programs, innovative bridging and supplementary courses involving peer support and academic mentor schemes, publicity and promotional campaigns to increase awareness of higher education opportunities and cross-sectoral approaches to education involving close co-operation between TAFE and the higher education sector.

- Postgraduate Training

The Australian Research Council (ARC) is currently reviewing the Commonwealth Postgraduate Awards Scheme (CPGA). NBEET is also undertaking a review of all postgraduate training in Australia.

- Technical and Further Education (TAFE)

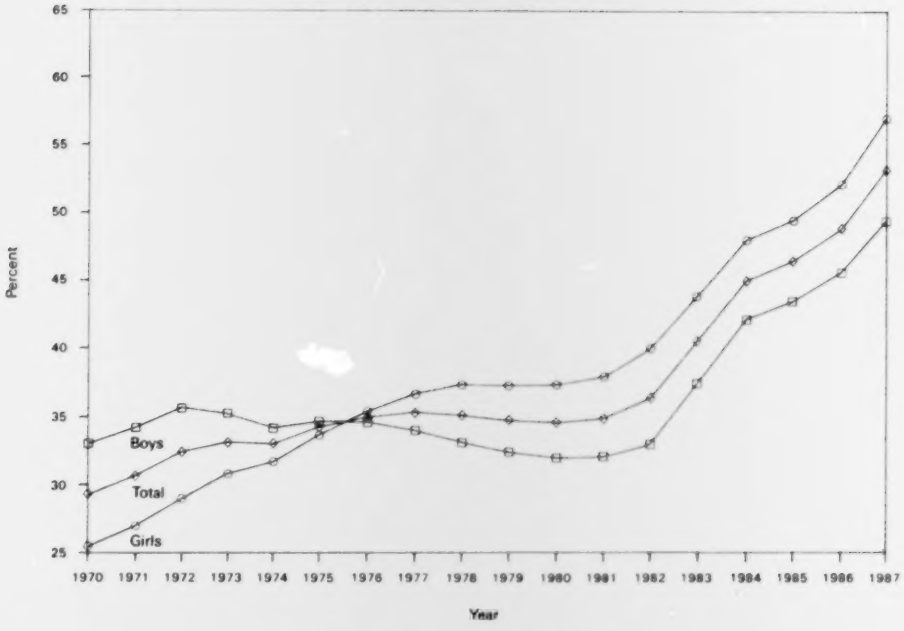
The Minister for Employment, Education and Training circulated a document `Skills for Australia' in 1987 in which the measures to improve training and skills development were canvassed. This was followed by a further statement in May 1988, `A Changing Workforce' released in conjunction with the May Economic Statement.

In this context of improving training and skills formation the Commonwealth restructured its funding programs for TAFE to ensure that funds are spent in accordance with national objectives and priorities and in direct relationship to the Government's broader economic and labour market objectives. This is in addition to the substantial funding by State Governments for TAFE.

4. Retention/Participation Rates

A key element in the national effort to strengthen Australia's schools is to increase the proportion of Australia's young people completing secondary school. The goal being worked towards is a national Year 12 retention rate of 65 percent by the early 1990s. Considerable progress has already been made towards that goal, with the national Year 12 retention rate having risen from 34.5 percent in 1980 to 53 percent in 1987.

Retention Rates* to Year 12
All Schools: 1970-1987



1. From 1972 to 1982 there was very little overall change in retention to year 12 in Australian schools. Retention for males declined and for females increased. Since 1976 a greater proportion of females than males have continued to Year 12.

2. Since 1982, there have been substantial increases in year 12 retention. The retention rate in 1982 was 34.8 percent; by 1987 it had risen to 53.1 percent.

*NOTE: This Table shows apparent retention rates. They are measures of the tendencies of students to remain in school from the first secondary year to the final year of secondary schooling. The retention rates derived are called apparent retention rates because the method of calculation does not explicity take account of net changes to the school population due to migration and death, nor of those students who spend more than one year in the same grade.

- Participation of Women and Girls

Retention rates for girls in schools have risen significantly in recent years from 43.9% in 1983 to 57% in 1987. Equivalent rates for boys are 37.5% in 1983 to 49.4% in 1987. The percentage of females participating in streams 2100-4500 (courses leading to formal qualifications) in TAFE increased from 39% in 1981 to 47% in 1986.

In 1987, for the first time, there were more female than male higher education students; females represented 50.1% of higher education students in 1987 compared with 45.3% in 1980.

The proportion of young females (those aged 19 or under) participating in higher education has been greater than the corresponding participation rate for males since 1980. The transfer of basic nurse education from hospitals (where trainee nurses were part of the workforce) to higher education institutions (where they are full-time students) has been a significant factor in this change.

The increase in female enrolment, however, does not provide a complete picture of participation in post-compulsory education. In terms of subject choice, aspirations and courses pursued, male and female enrolments continue to follow a highly sex-segregated pattern.

Female enrolments are most evident in the arts, humanities and social sciences. Women are still under represented in the science and technical courses in higher education, comprising only 6% of all enrolments in engineering and surveying; 30% in agriculture and animal husbandry; 30% in architecture; 35% in business and administration and 36% in general science courses.

One of the main reasons for this trend is the under-participation and under-achievement of girls in mathematics, the physical sciences and technology courses in schools. Lacking appropriate prior studies, many are ill-equipped for entry to post-school technical courses.

- Participation of Aboriginal and Torres Strait Islanders

While the retention rates of Aboriginal and Torres Strait Islander students to Year 12 are still significantly lower than those of all Australian students, the rates have increased at a faster rate than for the general population e.g. they have doubled between 1979 and 1986. Sixty percent of the Aboriginals in post secondary education were enrolled in Diploma/Associate Diploma or non-award courses compared to 16% of the average population and only 35% were enrolled in bachelor degree courses compared to the population average of 67%. In 1987 4.6% of Aboriginal students were undertaking post-graduate or higher degree studies compared to 16.2% of total enrolments.

5. Industry/Education Links

Measures are being taken at both the State and national levels to strengthen links between schools, employment agencies, employers and trade unions. Specific curriculum initiatives are being taken to develop further the relationship between the secondary school curriculum and the world or work. Commonwealth programs have provided finance for such initiatives and the national Curriculum Development Centre has played a significant role in curriculum development work designed to complement resources and materials development undertaken at the State and local levels.

In the past most Australian firms have tended to rely on educational institutions, immigration and "poaching" from other firms to provide their skilled workers rather than investing in training their own workers. Such practices are to the detriment of the smooth functioning of the Australian labour market and the achievement of an adequate level of internal training. In recognition of this, the Commonwealth Government is endeavouring to increase the total level of industry commitment to training and retraining, and to reverse the trend of the past 20 years towards a transfer of training responsibility from the private to the public sector. This matter was considered by the Committee on Higher Education Funding which made several recommendations regarding industry funding of education. These are currently being considered by the Government.

- Initiatives in Industry Involvement

. Skills centres - jointly funded by the government and industry, these are being developed in a range of key industries to co-ordinate and provide training. A feature of skills centres is the close involvement of industry and the training opportunities made available for small enterprises.

. Innovative Training Projects - these projects provide: funding for the development and expansion of industry skills centres in partnership with industry, State and local governments; for direct assistance to industry and individuals where there are major skills shortages, including selective assistance for upgrading skills of existing employees; and support for innovative industry approaches to training

. The Government is supporting the establishment of the Metals Foundation and the Information Industries Foundation, which combine Government and industry funds to develop training packages to meet industry skill needs.

In addition to seeking funds from industry, the Government is concerned to ensure that education and training is relevant to industry's needs e.g. curriculum.

There are 110 tripartite, Government-funded Industry Training Committees (ITC's) in 18 major industries, covering more than half the private sector workforce. The objectives of the ITC network are, firstly to influence industry towards greater effort in developing skills at all levels, and secondly to advise Government on appropriate measures to stimulate the development of new training responses to meet Australia's skill needs.

- State Developments

Links between higher education and industry have been strengthened both at the peak level and through initiatives involving particular institutions. To date some 40 universities and CAEs have established commercial and consultancy arms, with a combined turnover in 1987 of around $100 million. Technology parks and transfers centres have been established by a number of institutions.

A pilot program of co-operative education courses will commence this year. Some of Australia's major companies and tertiary institutions have combined to design special computer science courses directly linked to the needs of companies. The companies will contribute staff, equipment and scholarships for students. Industry has been involved in the design of the courses and students will spend approximately 30% of total course time in the workplace.

One development is the establishment of the Victorian Education Foundation which is designed to assist the business sector to participate in provision of education and training.

Another Victorian initiative is to assist technological research in colleges of advanced education with involvement from industry. Both the college and industry sponsor must contribute an amount equivalent to the government grant to each program.

The South Australian TAFE department is strengthening links with industry through the mechanism of business enterprises. Around the State, seven business enterprises have been established, each of which controls a number of business ventures, many of which are joint ventures with industry.

The Western Australian Ministry of Education is developing innovative approaches to work experience programs involving close ties to local business and industry and imaginative combinations of part-time study/part-time work.

6. Information technology, computer education, technological innovations

The Education and Technology Conference (ETC) was established by the Australian Education Council (AEC) in June 1986 to develop the recommendations of the AEC's Education and Technology Report which was published in 1985.

In its first year of operation the ETC was asked to pay particular attention to the recommendations relating to the professional development of teachers and the needs of the disadvantaged. Other priority tasks were the development of co-operative ventures and information sharing between members of the Conference; facilitating liaison between various government and private agencies with an interest in the area; and maintaining a watching brief on activities related to the use of AUSSAT (the Australian telecommunications satellite) services.

The Commonwealth's Computer Education Program provided education systems with the resources needed to train teaching personnel in the use of computer technologies, to provide schools with microcomputers and to develop computer software relevant to Australian needs. In addition, the Commonwealth, through the Curriculum Development Centre, established a national computer technology program to establish mechanisms for evaluating software, for co-ordination and co-operative development of new software, and for creating and operating a computer software information network.

During the same time the States, working in partnership with the Commonwealth, established the Australian Schools Cataloguing Information Service (ASCIS) which provides schools with library cataloguing data through microfiche or on-line services. The ASCIS also assists schools in the computerisation of school libraries and in the overall management of library information services. In recent years, the national Curriculum Development Centre, in association with ASCIS, has established a computer-based national curriculum information system, the Australian Curriculum Information Network.

The launching of Australia's first telecommunications satellite, AUSSAT, provided the technological capacity for school and tertiary education systems to use this technology to deliver distance education programs, to provide satellite programs to remote schools and to facilitate the professional developments of teachers. A parallel development has been the extension of other telecommunications facilities, for example for packet-switching and teleconferencing, which are now being used widely to support information networking and training development programs.

7. New courses, programs, institutions

Courses offered in educational institutions are constantly being evaluated, modified or, where unmet needs exist, developed.

The particular emphasis has been however on attuning courses and programs to industry's needs and the labour market. Most states are developing new secondary courses which will provide good basic education and provide students with the basic skills to be able to adapt to a rapidly changing economy.

Some examples:

In Western Australia a Vocational and Instructional Preparation Study (VIPS) is being developed to assist young people to acquire more relevant workforce skills than are currently available through conventional secondary education programs.

In South Australia the TAFE Department has developed arrangements which allow year 12 (high school) students to obtain status within TAFE certificates for the successful completion of particular year 12 subjects. The South Australian Department of Education is working on the implementation of the recommendations of the Report into Immediate Post Secondary Education. This requires a new, two-year course which highlights skills in English usage, Australian society, mathematics, science and technology, with a South Australian Certificate of Education to be established as a requirement for tertiary entrance.

The ACT Schools Authority has developed education or employment based courses (E courses). These are courses of study at senior colleges which are directly related to particular employment destinations.

In New South Wales, the Department of Education has developed and offers a large number of "Other Approved Studies" through the school system - such as photography, motor maintenance, puppetry, playwriting, music appreciation etc - to encourage the participation in school of students who are not interested in the pursuit of academic studies. It has also developed courses linked to the TAFE system, which in some instances, give students advanced standing in TAFE should they enrol there subsequently.

In Victoria the State Government has provided funds so that colleges of advanced education can offer a limited number of user endorsed doctoral programs.

- Special courses

The Adult Migrant Education Program is establishing a Key Centre for Teaching and Research for Adult Teaching of English to Speakers of Other Languages (TESOL) Studies. Part of its functions will be to provide postgraduate courses at graduate diploma and masters level in adult TESOL.

- New institutions

In Victoria a major development has been the Western Institute, which services the western region of Melbourne the State Capital. The Institute has been established by the Victorian Government in conjunction with the Commonwealth and offers both advanced education and TAFE courses in a range of disciplines. Eventually it will have four campuses but at present only one operates.

The Northern Territory opened the University College of the Northern Territory in 1987. It offers undergraduate and postgraduate studies in Arts and Science. Initial enrolment was 250 and this has grown to 436 full-time, part-time and external studies. Under an agreement between the University of Queensland and the Northern Territory Government, students who successfully complete courses at the University College are awarded degrees from the University of Queensland.

A recent development has been the proposal to establish two private universities. No private universities currently exist in Australia. The first is the private Bond University in Queensland which expects to open in 1989. The Catholic Education Commission in Western Australia is considering the establishment of a Catholic University in that State.

8. Curriculum Development

Although curriculum development and assessment are a State responsibility, there is a growing awareness of the need for greater co-operation in curriculum matters for economic, social, cultural and political reasons. Five key areas of concern have been endorsed by the Australian Education Council, i.e. languages other than English (LOTE), English as a second language, literacy, numeracy and science.

While curriculum patterns have varied in recent years, with some systems requiring adherence to centrally developed curricula and others emphasising school-based curriculum developments, there has been an emergence of a general consensus that the systems should emphasise governmental expectations in the form of guidelines or frameworks, with schools exercising some latitude in the application of the guidelines in the light of local needs and circumstances.

The schools sector is responding to demands for improvements to the quality, structure and flexibility of education through changes to school organisation, curriculum content and more diverse measures of student achievement.

Curriculum reform is an essential element in making the final years of secondary education more relevant and rewarding to a wider range of young people. Strengthening Australia's Schools therefore proposed the development of a common curriculum framework which would 'emphasise the need for higher general levels of literacy, numeracy and analytical skills across the nation'. The Australian Education Council has agreed to a mapping of the school curriculum across all States and Territories, and is also exploring a proposal for a new organisation which would facilitate collaborative curriculum policy development and related research.

The longer-term objective is to develop a common framework that sets out the major areas of knowledge and the most appropriate mix of skills and experience for students in all the years of schooling, but which accommodates the different or specific curriculum needs of different parts of Australia. Priority is to be given to 'developing a framework for mathematics and science courses which are relevant to a technologically-orientated society and which increase participation and achievement in mathematics and science for both girls and boys'.

The Commonwealth has as a result of the Report of the Committee of Review of the Adult Migrant Education Program set up a curriculum task force (known as the National Curriculum Project) in relation to the Adult Migrant Education Program. To date a range of curriculum frameworks have been developed and will be trialled and implemented during 1988.

Western Australia has developed a vocational education curriculum for secondary school students which is part of the general curriculum component, and established "Technology High Schools" to develop innovative approaches to the study and use of technology at the whole-school level. A major project - The Post-Compulsory Schooling Programme - has as one of its goals the realignment of curricula to labour market forces.

In Victoria a major activity in the years under review has been the Frameworks Project which provides coherent curriculum guidelines from preparatory Grade to Year 10, across nine curriculum areas and in school organisation.

Other developments include the introduction of the Victorian Certificate of Education to cover Years 11-12 replacing the former Higher School Certificate. The Victorian Curriculum and Assessment Board has responsiblility for the development of curriculum in Years 11 and 12 for the V.C.E.

9. Assessment and Accreditation

Schools and systems are also developing more diverse credentialling procedures and measures of student achievement which enable schools to offer programs suitable for a wider range of students through to the end of secondary education and which enhance the further education and training options of those students not destined for higher education institutions.

All States and Territories have recently introduced, or are in the process of introducing, new accreditation and assessment practices and certification procedures. The significance of external examinations as the indicator of student achievement has declined dramatically and, in most States, there is a mixture of school-based and external assessment for measuring Year 12 achievements.

The information provided below for each State and Territory was applicable at the beginning of 1988; however, substantial changes in certification are still occurring.

- Queensland

Year 12 certificates are issued by a statutory authority (Board of Secondary School Studies) and cover two types of subjects. The first type is used for the compilation of the tertiary entrance score. The second are registered subjects developed by individual schools and accredited by the authority. Certain TAFE subjects may also be included on the Senior Certificate. Results in the tertiary entrance subjects are based entirely on school assessment with a State-wide monitoring and review system. Students wishing to take tertiary studies receive a certificate providing a tertiary entrance score. This certificate is issued providing students complete 20 semester units over two years and take the Australian Scholastic Aptitude Test in their final year.

- New South Wales

Year 11 and 12 students may take two types of subjects. The first are those which are developed by individual schools. The second are those centrally prescribed and examined by the Board of Senior School Studies, which are required for tertiary selection and many areas of employment. The Higher School Certificate is awarded to all students who have been assessed during Years 11 and 12 in a total of eleven units of which a minimum of five are Board - recognised tertiary entry units.

Marks are awarded and recorded separately for external examination results and for internal school assessment. External results are scaled for comparability and school assessments are moderated in relation to external results. Tertiary entrance is decided by tertiary institutions and is usually based on a 50-50 combination of the external result and the internal assessment.

- Victoria

From 1987 a new body, the Victorian Curriculum and Assessment Board, assumed responsibility for the assessment and reporting of all senior secondary courses previously accredited by three separate Victorian agencies. A single certificate, the Victorian Certificate of Education (VCE) stating that a student has satisfactorily completed the requirements of the VCE is issued separately. From 1989 a new Year 11 and 12 VCE course will be progressively introduced. The first VCE for the course will be issued in 1990.

- South Australia

For school leavers, higher education admission requirements are based on an aggregate score derived from five full-year subjects accredited by the Senior Secondary Assessment Board of South Australia (SSABSA). There are two subject groups - Publicly Examined Subjects (PES) and School-Assessed Subjects (SAS). SSABSA moderates achievements in both. The five aggregate components are produced by adjusting actual subject scores. For PES, the adjustment process is cross-subject scaling; for SAS the achievement scores are reduced by 10 percent.

The Universities and South Australian Institute of Technology accept only PES. The Universities require at least one Maths/Science subject and one Humanities subject in the aggregate. South Australian College of Advanced Education and Roseworthy Agricultural College accept subjects from both PES and SAS groups.

- Western Australia

Two subject strands are offered in Years 11 and 12 and a Certificate of Secondary Education indicates the grades achieved by the student in accredited courses. Strand 1 accredited courses for secondary exiting students are assessed by the school which assigns a letter grade for each student's performance against predetermined standards for the subject. These grades are moderated by the Secondary Education Authority for entry on the Certificates to ensure compatibility among schools.

Strand 2 accredited courses for higher education bound students are school-assessed on a scale 0-100 in conjunction with external examination results. The Secondary Education Authority combines the school assessment moderated by the standardised examination scores with the student's own standardised examination score. Students also sit for the Australian Scholastic Aptitude Test (ASAT) and the Authority scales the combined score against the ASAT for entry on the student's certificate.

- Tasmania

Most Higher School Certificate (HSC) subjects are available at two levels - Level III indicating a higher standard than Level II. The Higher School Certificate is issued to any candidate at the end of Year 11 or Year 12 who receives at least one award of lower pass, pass, higher pass or credit in any subject or Level II unit approved by the Schools Board of Tasmania, the responsible statutory authority. Students normally study 5 subjects a year in Years 11 and 12. The minimum requirements for matriculation are four level II subjects and two level II subjects. This means students would normally need to study for two years (11 and 12) to matriculate.

Currently all Year 9 and 10 certification is based on moderated school assessment. In Years 11 and 12 about half the program is entirely school assessed, while the other half, at the level of tertiary admission requirements, is assessed by a combination of school and external modes. Both statistical and consensus moderation methods are employed for within-subject comparability.

- Northern Territory

Currently there are three certificates available in the Northern Territory. The Northern Territory (NT) Board of Studies issues the Junior Secondary Studies Certificate (JSSC) to students who complete Year 10, and the Senior Secondary Studies Certificate (SSSC) to students who complete at least one semester length senior secondary subject. The Senior Secondary Assessment Board of South Australia (SSABSA) issues a Certificate of Achievement to NT students who have completed at least one SSABSA Year 12 course. The majority of NT Year 12 students undertake SSABSA courses.

The two NT Board of Studies certificates both use school-based assessment, although there are external moderators who help in the determination of grades for English and mathematics. The JSSC is based on the NT Board of Studies Approved Curriculum. The SSSC is based on NT Board of Studies accredited courses which are common across the system, although a number of school-developed registered courses are also available.

- Australian Capital Territory

The ACT Schools Authority issues three certificates for students of Year 11 and 12: The Year 12 Certificate, the Tertiary Entrance Statement and the Secondary College Record. These certificates are issued either directly by schools, following the Authority's Guidelines, or by the ACT Schools Accrediting Agency. All assessment in the ACT is school-based. Moderation is by means of the Australian Scholastic Aptitude Test.

Courses are prepared by individual colleges and submitted to the ACT Schools Accrediting Agency for registration or accreditation.

- Use of performance indicators

Although the concept of performance indicators in Australian education is relatively new and nationally comparable data on outcomes is limited, a considerable variety of information is collected in the individual States. Work is now in progress to identify existing indicators and analyse the costs and benefits of their use.

The Commonwealth has negotiated two policy research projects with the States on this issue: the first, entitled Reporting on Educational Progress, involves all the Australian States; the second, entitled Management Information in the School System, involves the Education Ministries of Victoria and Western Australia.

- Post secondary accreditation

In January 1986, the Australian Education Council met to establish a common national nomenclature for all awards in Colleges of TAFE and Colleges of Advanced Education. The AEC also established the Australian Council on Tertiary Awards which has as a major function the registration of TAFE and Advanced Education awards using new awards titles. This has resulted in greater portability of TAFE awards and has facilitated recognition of such awards by higher education institutions. In addition TAFE now has the capacity to offer advanced education awards in its own right at the Diploma and Associate Diploma level.

Victoria has established the Victorian Post Secondary Accreditation Board responsible for servicing accreditation of post secondary courses in Victoria.

10. Non-Formal Education

In its 1985 report of the Education Committee the Organisation for Economic Co-operation and Development (OECD) assesses the factors which have caused the expansion in the non-formal sector in recent years, attributing the growth in part to the flexibilty afforded by this sector to young people, but identifying the employment situation as the major factor. The development of non-formal education in Australia reflects these findings.

Many training schemes are specifically aimed at young people, but the target population is defined in broader terms as the unemployed, whether youth or adult, and includes people in groups with special needs such as migrants, women and Aborigines. Commonwealth programs during the period of review included:

. Youth Training Program - to provide a range of short-term vocational training opportunities for unemployed young people who have been unable to avail themselves of mainstream training through apprenticeships and traineeships.

. Adult Training Program - provides opportunities for the long term unemployment (6 months +) and other disadvantaged adult job seekers to receive vocational training based on opportunities in the local labour market.

- Community Youth Support Schemes (CYSS) - are community based projects to provide employment skills, build self confidence and support to long term unemployed young people. New Guidelines came into effect on 1 November 1987, reflecting a new emphasis on labour market related activities.

- The Community Training Program (CTP) - provides grants to community organisations to develop projects combining vocational training, life skills etc. and work experience. Designed for job seekers of all ages.

- Community Volunteer Program (CVP) - to increase opportunities for unemployed people by participating in voluntary activities of benefit to the community.

  CVP, CYSS and CTP are to be intergrated into a single program.

- Skills centres - jointly funded by the government and industry, these are being developed in a range of key industries to co-ordinate and provide training. A feature of skills centres is the close involvement of industry and the training opportunities made available for small enterprises.

- Innovative Training Projects - these projects provide: funding for the development and expansion of industry skills centres in partnership with industry, State and local governments; for direct assistance to industry and individuals where there are major skills shortages, including selective assistance for upgrading skills of existing employees; and support for innovative industry approaches to training

- Community education and resources

Community centres, State Library Boards, City Councils and voluntary organisations co-operate within the technical and further education (TAFE) network to contribute to non-formal education. The Australian Council for Adult Literacy is a voluntary non-profit organisation established in 1976 to support and encourage individuals and organisations involved in adult literacy (and numeracy) work in Australia. The Australian Association of Community Education seeks to extend the concept of education from schooling to learning for individual and community development.

In Western Australia the Self Supporting Trust is an example of the extent of community participation. Self-funded, it provides a wide range of courses from advanced technology, hospitality, management, commercial, retail and supervising programs. These courses are conducted through a number of organisations including the Subiaco City Council, Library Board of Western Australia and business and private organisations.

NSW TAFE conducts extensive community programs through Outreach. Such programs are introduced following the expressed needs of particular groups unlikely or unable to participate in formal education.

The objectives of the Commonwealth Government's Adult Migrant Education Program are implemented by the TAFE Adult Migrant Education Service (AMES). The AMES also provides a bridge to lead into Job Oriented Migrant English and Migrant Access into English courses in TAFE, and other mainstream TAFE courses.

A television series, "Hello Australia", went to air on Special Broadcasting Service (SBS) Television (a network reflecting the multicultural nature of Australia) in 1986. The series consisted of ten half-hour television programs designed to encourage and assist non-English-speaking Australians to improve their English, to familiarise themselves with the Australian linguistic and cultural environment and to develop skills and strategies for further independent English language learning. A further series is under consideration.

Self-Access Centres (SACS) are available in many Adult Migrant Education Services. SACS provide independent learning opportunities whereby students are assisted to plan their own individualised language learning program appropriate to their needs, learning style preferences and aspirations.

11. Student Financial Assistance

In August 1985, in the context of the 1985-86 national budget, the Minister for Education announced that a new scheme of income support for students would be introduced from 1987. The scheme, known as AUSTUDY, replaces the Tertiary Education Assistance Scheme (TEAS), the Adult Secondary Education Assistance Scheme (ASEAS) and the Secondary Allowances Scheme (SAS) which were based on the type of institution attended. AUSTUDY provides cash grants on a means-tested basis to assist low income secondary and tertiary students aged 16 years or more to continue and complete their formal education.

Concerns to co-ordinate AUSTUDY with other income support systems were central in its introduction and are reflected in the increases in rates of assistance and their alignment (for students aged 16-20 years) with the relevant age rates of Unemployment Benefit (UB). To ensure that the value of the student allowance is not eroded, the level of allowance will be indexed (as is UB). Through these changes the Government has been concerned to remove financial disincentives discouraging young people from low income families from continuing with or returning to education and training.

In 1987, the Australian Government also took steps to improve access to the scheme for children from relatively large families or families with more than one child over 16 years in full-time study. There is still a parental income test on allowances for dependent students, but the income test levels have been raised and will be indexed to changes in Average Weekly Earnings (AWE). Deductions allowable for other dependent children have been significantly increased.

Special education allowances payable to distinct client groups are also being progressively restructured to bring them into line with the AUSTUDY allowance framework. These include schemes for isolated children and the schemes for Aboriginal and Torres Strait Islanders. From January 1989 all Aboriginal student assistance will be provided through a single special purpose scheme. The scheme is to be known as ABSTUDY.

Additionally, a new Young Homeless Allowance (YHA) has operated since 1 July 1986 to provide assistance to students above the minimum school leaving age who are living in otherwise unsupported circumstances. The student must be eligible for AUSTUDY and must also meet other stringent criteria relating to their homeless and unsupported state. Upon meeting these criteria the student is then paid an AUSTUDY allowance at the higher rate for independent students.

12. Women and Girls

In February 1988 the Australian Government released The National Agenda for Women. The National Agenda is a product of consultations with women right across Australia and reflects the Government's commitment to eliminating or minimising barriers which prevent women from being able to make informed decisions about their lives. The Government is committed to ensuring that its policies and programs operate to improve the status of women by providing economic security and independence, freedom from discrimination and equality of opportunity in all spheres of activity.

As stated in the National Agenda for Women, the Government will be seeking through the implementation of the National Policy for the Education of Girls and the Development and Implementation of a National Plan of Action for Women in Tertiary Education to foster a comprehensive and co-ordinated approach to improving educational outcomes for girls and women so that they:

- increase their educational participation in courses of relevance to economic growth, particularly in sciences, technologies, business studies and economics;

- extend their competence and confidence in all technologies;

- improve their overall rate of participation in tertiary education and training;

- improve their chances of gaining economic independence;

- raise their level of competitiveness in all segments of the labour market; and

- improve the overall quality of their lives.

The National Policy for the Education of Girls has been endorsed by the Australian Education Council and by the National Catholic Education Commission and the National Council for Independent Schools. For the first time, there is 'in principle' agreement across Australia about the national policy framework aimed at ensuring that what is being taught and provided in schools does justice to girls and women. Education authorities have agreed to develop their own plans and strategies for action at school and system levels consistent with the educational values and principles, objectives and priority areas as stated in the National Policy. A five year reporting cycle with provision for monitoring and periodic review of the policy itself, in the context of the Commonwealth Government's timetable for the National Agenda for Women is being adopted.

A draft paper on a National Plan for Women in Tertiary Education has been circulated to tertiary education institutions and education authorities. The paper sets out national priorities for women, relates equity to national goals, outlines ways in which a plan might be implemented and provides, for indicative purposes, views on the action which can be taken by Commonwealth authorities, State/Territory authorities and institutions.

13. Aboriginal Education and Training

The Commonwealth Government has agreed that an Aboriginal Education Policy (AEP) should be developed. The statement will complement the Aboriginal Employment Development Policy (AEDP).

Aboriginal Employment Development Policy (AEDP)

The Aboriginal Employment Development Policy (AEDP), launched in October 1987, allows for funding of a range of programs for example the Remote Area Program for Aborigines (RAPA) and the National Teacher Placement Scheme, designed to improve Aboriginal and Torres Strait Islanders education, training and employment opportunities.

Aboriginal Participation Initiative

In each of the years of the 1985-87 triennium earmarked funding was provided through the Aboriginal Participation Initiative to support additional Aboriginal enrolments in higher education institutions. By the end of the triennium 1,100 additional places were supported. In 1988 1,440 places are being supported with 39 institutions involved in the Initiative.

The bulk of the additional places have been directed towards enrolments in teacher education courses. As from 1987, however, higher education institutions have been encouraged to promote Aboriginal participation in fields such as law, medicine, engineering, health sciences and veterinary science given the low level of Aboriginal representation in these fields of study to date.

Curriculum

A major curriculum initiative during this period has been the Aboriginal and Torres Strait Islander Pedagogy Project which is designed to produce improved curricula and teaching approaches for Aboriginal and Torres Strait Islander students. The project is a joint venture of the Curriculum Development Centre and the National Aboriginal Education Committee (NAEC).

These initiatives are being complemented by activities in the States. For example in the Northern Territory a 12 Point Plan for improving Aboriginal education was announced in late 1986 by the Education Minister and the Chairman of FEPPI, the Northern Territory Aboriginal Education Consultative Group. The plan is designed to consolidate existing programs as well as provide increasing opportunities and training for Aboriginal people to direct and manage education in their own communities.

14. Environmental Education

Environmental education is promoted energetically by government agencies at national and state level with a range of programs, seminars and publications to encourage community participation in areas such as pollution control, conservation farming, and environmental impact assessment. The Australian Environment Council, a council of Commonwealth and State environment ministers, assists in co-ordinating such activities and also provides a focus for involvement with UNESCO and UNEP projects, including the celebration of World Environment Day on 5 June each year.

Numerous voluntarty conservation organisations such as the Australian Conservation Foundation and the Wilderness Society, along with national and state associations for environmental education, play a major role in the public information and action process.

Most schools incorporate some form of environmental education studies in the curriculum. In 1987 the Federal Department of the Arts, Sport, the Environment, Tourism and Territories published a Teachers' Guide to the National Conservation Strategy for Australia. This resource was distributed free to every secondary school as a basis for designing environmental courses based on the strategy. In 1988 the National Curriculum Development Centre, as part of the new Australian Studies program, will distribute to all schools a booklet, Australian Environment, together with a set of teaching units for secondary schools, Living in the Australian Environment.

At tertiary level a number of institutions offer degrees or courses in environmental studies. In vocational training innovative programs have been developed, such as those for tour operators and Aboriginal park rangers, to promote appreciation by tourists and Australians of the natural and cultural environment.

15. National Policy on Languages

Although English is the official language in Australia and the mother tongue of the majority, a number of languages besides English are spoken and Australians require a range of languages for effective international communication. In mid-1987 the Australian Government adopted a National Policy on Languages. The principal objective of the policy is to ensure that Australia derives maximum benefit from its rich linguistic resources by enabling decision makers to:

- devise strategies for meeting the language-related requirements of international trade, economic and diplomatic relationships;
- initiate action to alleviate and overcome problems, disabilities, inequality and discrimination which have their origins in language;
- appreciate and support the value of languages other than English for those whose first language is not English;
- improve communications in written and spoken forms of the languages used in Australia;
- enrich Australia's cultural, artistic and intellectual life.

Approximately $15.0m was allocated for a package of programs to implement the Policy in 1987/88. This will increase to $28.0m in 1988/89. The funds have been directed to key areas of need in language education such as English as a second language instruction for migrants and refugees, primarily through the Adult Migrant Education Program (AMEP), the teaching of languages other than English (with special provisions for Aboriginal and Asian languages), adult literacy and multicultural and intercultural training for professionals in such fields as medicine, the law and teaching. The AMEP identifies and responds to the language needs of adult migrants as part of an integrated package of initial settlement services.

The Australian Advisory Council on Languages and Multicultural Education (AACLAME) has been established to advise and assist the Government with the implementation of the National Policy on Languages.

The Australian Second Language Learning Program which is a component of the National Policy on Languages assists government and non-government school authorities to initiate or extend foreign language teaching in schools.

The Australian Language Levels (ALL) Project, jointly supported by the CDC and the South Australian Education Department, is providing a national framework for curriculum design and assessment in languages other than English. The CDC is now responsible for the Commonwealth program of teaching materials development for English as a Second language programs in over 6,000 Australian primary and secondary schools. In addition to general ESL materials, the program is developing a range of specialist materials in science and mathematics.

16. Asian Studies

The Australian Government established the Asian Studies Council in 1986. Its purpose is to promote national awareness of Asia in industry and the community and to provide a perspective on Asian studies in education at all levels. Council membership is drawn from business, union, education and government sectors.

Some of the Council's major activities are:

- the development of nationally applicable school curricula and support materials for Chinese, Indonesian, Japanese, Thai and Korean languages and for Asian studies

- a national program for teacher training in Asian languages and studies

- an intensive Japanese language and culture course for the tourism industry

- an Asia data-base for use in schools

- a series of Chinese language educational television films in association with the Australian Broadcasting Corporation (ABC) and Griffith University

- an Inquiry into the Teaching of Asian Studies and Languages in Higher Education.

17. Distance Education

Distance education services for school students have undergone major development in recent years. Based on mailed lessons covering the curriculum appropriate to each isolated student, correspondence study is now generally enriched by radio and television broadcasts where these can be received; camps and excursions; regular attendance at a contact class or school in a nearby town; support for home tutors; and visits to students by itinerant teachers.

Communication technologies are making an increasing contribution to the education of rural students. Where technical improvements have been made to high frequency radio equipment and broadcasting of school of the air programs, better quality reception and better provisions have been achieved. High quality telephone links utilising land-lines, radio and microwave links enable a wide range of technological devices to be attached to them, including teleconferencing facilities, facsimile machines and computers. These have made possible group teaching, the instantaneous transmission of visual material over long distances, and student access to information sources or data banks by computer. More recently, these communication links have been used to provide Telememo (electronic mail) services to schools, and between schools and administrators.

Individual States have been making changes to their distance education systems. In the Northern Territory, a Distance Education Branch was established within the Education Department in 1986, consolidating and giving greater emphasis to distance education in both the school and TAFE sectors.

The Queensland Department of Education is moving to consolidate distance education and to establish a new school of Distance Education, incorporating the preschool, primary and secondary correspondence schools, isolated children's special education unit and schools of the air. Centres of distance education based in Longreach and Charters Towers will operate as part of this school.

The Adult Migrant Education Program (AMEP) has designed and developed a distance learning course "It's Over to You" for migrants seeking to learn English. The course has been running since July 1986 and is designed for beginning level students who are literate in their home language.

18. Development of Full-Fee Program for Overseas Students

In 1986 the Government made a decision that would allow Australian educational institutions to develop and market full fee courses, on a full cost recovery basis to overseas students. Under this program 3,500 new overseas students (1,500 tertiary and 2,000 secondary) are accepted into Australian institutions and have their study places subsidised by the Australian Government. The students contribute through an Overseas Student Charge. For 1988 new tertiary students paid the Government 55 percent of the full average cost of a place.

There is no restriction by the Government on the number of places institutions wish to make available on a full fee basis. Australian institutions are actively marketing formal and non-formal courses for overseas students. State Governments are also actively involved in this process and some such as the the Western Australian Government have set up special secondary courses. There has also been substantial growth in private institutions offering specialist programs e.g. in English language or secretarial studies.

Australia's overseas student policy will be reviewed during 1988 to establish the most effective program arrangements for international educational exchange, the provision of Australian development assistance and the overseas marketing of Australia's educational services.

II.2 NEW LEGISLATION ON EDUCATION

- Commonwealth

States Grants Legislation

Several Acts of the Commonwealth Parliament determine the forms of direct financial assistance given by the Commonwealth Government to schools in Australia. The States Grants (Schools Assistance) Act 1984 has covered the period 1985 to 1988 and new States Grants schools legislation is to be enacted to provide for funding for the period 1989 to 1992. The legislation specifies the funds to be provided, and associated conditions set by the Commonwealth, for government and non-government schools.

Employment, Education and Training Act 1988

The legislation to establish the National Board of Employment, Education and Training, its four Councils and a Commonwealth/State Consultative Committee was introduced into the Federal Parliament on 28 April 1988. It also provides for grants for Innovative Projects and for Curriculum Projects and for the existence of the Commonwealth Employment Service within the Department of Employment, Education and Training.

The Commonwealth Tertiary Education Commission Act 1977, the Commonwealth Schools Commission Act 1973 and the Commonwealth Employment Service Act 1978, which previously provided for the statutory advisory structures in employment, education and training, are all to be repealed.

- New South Wales

The Education and Public Instruction Act, 1987.

Replaced a number of other Acts, particularly the Public Instruction Acts, 1880 and 1916, and the Education Act, 1961. Essentially it establishes Government schools; establishes the Board of Secondary Education; establishes criteria for non-Government schools to be registered; and provides for compulsory attendance and exemptions.

The Education (Ancillary Staff) Act, 1987.

New legislation, which establishes the ancillary staff of the Department; regulates the employment and discipline of ancillary staff; and provides for permanent employment for ancillary staff.

- Victoria

The Victorian Curriculum and Assessment Board Act, 1986.

Established the Victorian Curriculum and Assessment Board and the Victorian Certificate of Education to replace the Victorian Institute of Secondary Education and the Higher School Certificate.

The Post-Secondary Education Act 1978 was amended by the Post-Secondary Education (Amendment) Act 1987 in order to constitute the Victorian Post-Secondary Education Accreditation Board to operate for all post-secondary education courses other than university courses.

To support the recent consolidation of vocational training into the State Training Board amendments will be required to the Post-Secondary Education Act 1978, the Industrial Training Act 1975 and the Employment and Training Act 1981.

- ACT

  Legislation has been amended or developed in relation to

  . the transfer of the powers of the Council of the ACT Schools Authority to the Chief Education Officer.

  . the establishment of the ACT Institute of TAFE.

  . the establishment of the Canberra Institute of the Arts.

- Western Australia

  The Education Act of Western Australia was amended in July 1988 to reflect the changes in administrative arrangements and to enable the Government to provide low interest loans to non-government schools.

II.4 EDUCATIONAL RESEARCH

Commonwealth

A major theme running through the Commonwealth government's education policies during the period 1986/88 has been to increase the proportion of young people participating in post-compulsory education. The Commonwealth's research effort, therefore, has been concerned with:

- documenting levels of education participation among groups who traditionally have not participated in post-compulsory education;
- exploring ways in which participation levels among these groups can be increased; and
- evaluating programs designed to have an impact on levels of education participation among young people, especially the disadvantaged.

The former Commonwealth Tertiary Education Commission commissioned a study of Access to Higher Education: Participation, Equity and Policy, which sought to identify patterns of higher education participation among various social groups. The results of this study have proved to be useful in the development of policies to increase higher education access of disadvantaged groups. Other major projects undertaken by CTEC included a study of Women in Computer Science which examined female participation in this important discipline area; and, Support Systems for Aboriginal Students in Higher Education Institutions, which provided valuable information on ways to increase Aboriginal participation in higher education.

During the latter half of 1986 and early in 1987, the former Commonwealth Schools Commission undertook a major review of secondary education in Australia within the context of developments in youth policy. The policy study was designed to make a contribution to improved policies and practices in secondary education and to national curriculum reform beyond 1988. The resulting report, entitled In the National Interest, was published in April 1987.

In 1987 the Commonwealth Schools Commission undertook a policy development project on Schooling in Rural Australia in response to concerns about educational provision in rural areas. The two major themes underlying the project were access to schooling and the quality of teaching.

Realising that improvements in higher education participation are dependent on parallel increases in senior secondary education participation, the then Department of Education either conducted or commissioned a number of projects to monitor participation levels including Completing Secondary School in Australia: A Socio-economic and Regional Analysis which provided data on secondary school completion rates, and a longitudinal study of Participation in Education.

The Department has also commissioned studies to monitor the impact of AUSTUDY - Staying/Leaving Decisions; Financial Incentives and Education Participation of Unemployed and Disadvantaged Youth; and a Survey of Sole Parent Students.

A policy study entitled The Challenge of Retention is being undertaken in 1988 to assess the impact of increased retention on resource provision, curriculum development and organisational structures in secondary schools. The project is seeking to identify the key factors contributing to increased retention in a sample of secondary schools and to assess the relative importance of these various factors for schools and school system policies. It will also examine issues associated with co-operation between schools and TAFE and with relationships between education and business and industry.

A joint Commonwealth/State policy project on the use of performance indicators for educational management purposes, entitled Reporting on Educational Progress, is being undertaken in 1988. The aim of the project is to develop a national approach to the qualitative assessment of educational performance and the outcomes of the schooling process.

A joint review of the Commonwealth's role and responsibilities in teacher education conducted by the Commonwealth Schools Commission and the Commonwealth Tertiary Education Commission, in consultation with school and tertiary education authorities and interest groups, was completed in 1986. The review report, Improving Teacher Education, outlined strategies for improving teacher education at both the preservice and inservice levels.

The former Commonwealth Schools Commission initiated a more detailed investigation of inservice teacher education as a major component of its policy development program for the latter half of 1987. It is intended that the project will become part of the agenda of the Schools Council, the Commonwealth body which now has responsibility for providing advice on primary and secondary schooling.

Projects of National Significance Program

The Projects of National Significance Program provides short-term funding (typically of one year) to support innovative, investigatory projects aimed at providing policy advice on primary and secondary schooling in areas where clear national priorities have been identified by the Government.

In recent years projects have been supported in such areas as Aboriginal education, the education of girls, professional development of teachers, multicultural education, technology in schooling and innovations in school organisations.

State Research

- New South Wales TAFE

Research and development in NSW TAFE has focussed on improving the quality of education through course reviews and evaluations and the development of resource materials. Projects are also undertaken to assist Management in resource allocation and policy formulation.

- Tasmania

In recent years, the research activities of the Education Department have been directed towards evaluation. Major projects in the period have included a study of unitisation of the curriculum at years 9 and 10 which has been widely used as the basis for curriculum reorganisation for choice and diversity in the later years of schooling.

- Victoria

The Victorian Post Secondary Education Commission has initiated research in areas such as women in post secondary management and transfer credit arrangements.

- Queensland

The Queensland Department of Education has concentrated on evaluative studies e.g. gifted and talented students, professional development, the new mathematics syllabus.

Higher Education Institutions

A great deal of educational research has been undertaken in higher education institutions across Australia.

III PROBLEMS AND DIFFICULTIES

- School-work relationships

Although careers education initiatives are promoted by both State and Commonwealth authorities, activities are fragmented. Difficulties are also experienced by teachers in keeping up to date with information on post-secondary careers and study choices in the light of changing labour market conditions and high rates of youth unemployment, affecting the quality of the counselling and information services available to students.

The Government has designated career education as a national priority.

There is a need for better understanding in schools of course offerings in the technical and further education (TAFE) sector. In particular, the multiplicity of TAFE courses and their complex classification system create difficulties in providing appropriate counselling and information services in both the school and TAFE sectors.

- Changes in technology

The major problem confronting schools is keeping pace with technology. In most cases this requires replacement of equipment at least every five years, while the problems of maintaining complex equipment are increasing. There are also difficulties in training staff to integrate the use of computers into the curriculum.

The problem of funding the new technology (especially at the very fast rate it is changing) is a problem not only for schools but also particularly for TAFE systems which are trying to train students for industry's needs.

- Education and training problems of women and girls

Strong support has been given for initiatives directed towards the groups of girls with special needs such as Aboriginal and Torres Strait Islander girls, girls of non-English speaking backgrounds, girls with disabilities, girls in isolated rural areas and those from socio-economically disadvantaged backgrounds. However, there is still a considerable way to go.

The need also exists for an improved information base both in terms of basic and applied research and statistical data in relation to women and girls and education and training. To meet the need for an improved information base, the Commonwealth has funded a project through the Projects of National Significance Program to develop a national data base on girls and education.

The need for the increased participation of girls in mathematics and science at the secondary level is recognised as a problem across school systems. The Commonwealth has funded two major projects aimed at improving girls' participation in mathematics and science over the 1986-88 period.

- Migrant Education

The Adult Migrant Education Program (AMEP) provides English language courses for migrants from non-English speaking backgrounds.

"Towards Active Voice" (1985), the Report of the Committee of Review of the AMEP, noted two broad areas that posed problems within the AMEP:

- unmet demands of clients due to limited resources
- a loosely formulated needs-based, learner-centred curriculum

These two broad areas are being addressed:

. The "National Priorities Study" has been undertaken to investigate criteria and procedures for determining access to the AMEP and to propose changes to these with the view to providing a more equitable and efficient service to clients.

. The National Curriculum Project has been established to produce, in consultation with service providers, teachers and experts, a series of documents setting out the philosophy of the curriculum model and guidelines for its successful implementation in the AMEP.

STATE PROBLEMS

- New South Wales

Finding teachers to fill vacancies in particular areas of the State which are regarded (for one reason or another) as unattractive is a significant problem. Incentives are being offered in these cases, including the offer of subsidised housing, cadetships for trainee teachers who will then be bound to teach anywhere in the State, more points in a system which gives points for years of service, for service in an unattractive location.

Devising courses for the broader range of students now enrolled in senior years of school, and finding forms of accreditation acceptable to community and employers are related problems.

- Victoria

Restructuring the education and training systems to implement government policies on education and training, economic growth and social justice, has meant shifting from centralized to more devolved structures and systems.

The impact of increased retention rates and demand for post school education on budget size and allocations continues to be an issue.

- ACT

The ACT has had to confront the problem caused by the perception by employers of the inadequacy of the education system and has established new structures which involve employer, union and community groups in the development of educational policy and operations. In this context, institutions are responding to the need to provide courses and programs which are particularly relevant to the employment situation in the ACT.

IV INTERNATIONAL CO-OPERATION

Australia participates extensively in international, regional and sub-regional organisations involved in the fields of education and training. During the biennium this participation included:

- UNESCO

Australia maintains a strong involvement in the UNESCO Education Program. Australia is a signatory to the UNESCO Convention against Discrimination in Education and of the Regional Convention of the Recognition of Diplomas and Degrees in Higher Education in Asia and the Pacific, and also in Europe. Regionally, Australia is active in the Asian and Pacific Program of Educational Innovation for Development (APEID) and the Asian and Pacific Program of Education for All (APPEAL). These activities are augmented by UNESCO-funded study tours and fellowships for educators from developing countries, and by regional seminars. A number of seminars were held in Australia in the biennium in fields such as distance education, the use of computers in education, non-formal education, and teacher training for difficult educational situations.

- OECD

As a member of the Organisation for Economic Co-operation and Development (OECD), Australia participates fully in four OECD education and training bodies: the Education and Manpower and Social Affairs Committees, the Centre for Educational Research and Innovation (CERI) and the Program for Education Building (PEB).

- SEAMEO

Australia supports the South-East Asian Ministers of Education Organisation (SEAMEO) as an Associate Member with financial assistance, experts, fellowships and equipment provided through The Australian International Development Assistance Bureau (AIDAB).

- ASEAN

Through the Australian International Development Assistance Bureau (AIDAB), Australia is involved in the ASEAN Development Education Project, a part of the ASEAN-Australia Economic Co-operation Program.

- Role of AIDAB

The Australian International Development Assistance Bureau (AIDAB) of the Department of Foreign Affairs and Trade administers Australia's program of technical assistance to developing countries, including Australian development training awards, under which people from developing countries are sponsored to study in Australia. Approximately 1,000 students receive various sponsorship awards annually.

- IDP

The International Development Program of the Australian Universities and Colleges, Inc. is a body established initially by the Universities under the auspices of the Australian Vice-Chancellor's Committee, and now functioning as an independent organisation with its own Board, on which both the Minister for Employment, Education and Training and Minister for Foreign Affairs and Trade, have nominees. IDP administers many AIDAB programs on a contract basis, and also operates on a fee-for-service basis providing educational services for developing countries on its own behalf and in conjunction with other agencies.

The above are some of the endeavours in international co-operation at the Commonwealth level, but this co-operation continues at the level of States and non-government bodies.

The Victorian Ministry of Education has an agreement with Victoria's sister-state Jiangsu Province, People's Republic of China. The educational component of the agreement has been an important means of furthering understanding between educators and educational institutions in both Victoria and Jiangsu. In Western Australia the main form of international co-operation has been through the enrolment of overseas students on a full-fee basis. NSW TAFE has participated in a number of international and regional projects on education both in Australia and overseas. Staff from all levels of NSW TAFE have taken part in international fora through overseas secondment and assignments.

At a local level extensive links exist between individual educational institutions in Australia and other countries.

- Full fee programs

With the decision in 1986 by the Government to allow marketing courses on a full cost basis their has been rapid growth in this area. At the beginning of 1987-88, about 580 courses were available at full fee; in June 1988 this had reached 1,614. In June 1987, about 1,400 students were engaged in these formal courses; this had reached approximately 5,000 by the end of the review period. In addition to formal studies there was a considerable growth in non-formal studies, especially English-language courses. In June 1988, about 17,000 were taking non-award courses compared with 10,000 in July 1987.

Bilateral Relationships

Australia participates in a wide range of exchanges and awards programs with countries through the world. Several schemes are associated with cultural agreements between nations. These programs give Australian students and academics and their overseas counterparts the opportunity to study and exchange ideas and methods. The Commonwealth Department of Employment, Education and Training arranges Australia's involvement in many of these schemes.

A significant development in the period has been the Australia-China Education Co-operation Program. Included in this program are a Pre-Embarkation Training Program for Chinese students coming to Australia to study, Institutional Links Program, Vocational Training Program (for Chinese students) and the scholarship program.

Australia has continued its involvement in many bilateral arrangements for example the Commonwealth Scholarship and Fellowship Program, the Australian-American Education Foundation and the Australia-Greek Awards Program.

V. FOLLOW-UP TO ICE RECOMMENDATIONS

(a) "Interaction between education and productive work"

The Commonwealth Government is keenly aware of the role of the education system in providing new energy, ideas, strategies and skills to regenerate the Australian economy and provide sustained growth.

The issue of providing suitable education and training to ensure a skilled workforce is being addressed by the Commonwealth Government. The Commonwealth is making this a priority and is seeking co-operation and additional funding from other groups involved - State Governments, industry and educational institutions.

The Commonwealth is concerned to ensure that participation in senior secondary school and post secondary training continues to rise, through the provision of relevant curricula and courses and financial assistance. It is fostering changes and improvements in the apprenticeship system, encouraging retraining and adult training and multiskilling. In addition there is the Australian Traineeship Scheme which provides young people with a year's systematic vocational training on and off the job.

The Commonwealth provides assistance for training/re-training to disadvantaged groups - Aboriginals, migrants of non-English speaking backgrounds, the disabled, sole parents, women re-entering the workforce and people affected by structural and technological change.

The South Australian Government has endorsed in principle a major report calling for stronger links between school, further education and the world of work. Senior secondary studies are to be aligned more directly with preparation for work. Co-operative courses between TAFE and the Education Department have been initiated, and a work curriculum development project to incorporate work within units of study for the Year 11 curriculum has been established.

In Tasmania the Education Department continues to place a major emphasis on providing work experience programs for secondary students in close co-operation with industry and commerce. Continual dialogue takes place between the Education Department, its Colleges and employer organisations to enable the development of policies and procedures for integrating education and productive work.

The Victorian education authorities have been putting major emphasis on providing more places in the science, technologies and business studies areas and providing opportunities for those already trained to enchance their areas of specialisation and thus to assist them to be more effective in the work place or opportunities for retraining of people whose previous training is no longer required due to structural changes in industry.

The Western Australian Ministry of Education is seeking to remove the traditional distinction between general education to develop cognitive abilities and vocational training to develop productive work skills and is now developing programs on the basis that a sound general education, built around transferable skills wherever possible, is the basis for further education and for work. Developments have included

- devising a vocational education curriculum for secondary school students;

- establishing "Technology High Schools" to develop innovative approaches to the study and use of technology at the whole-school level;

- establishing at the central level of some links with business and industry and actively seeking to develop school curricula more closely attuned to work issues;

- establishing a major project - The Post-Compulsory Schooling Program - whose goals target increased retention; realignment of curriculum to labour market forces; and establishing an accreditation/certification framework which is comprehensive of the needs of higher education and employer groups.

(b) "The universalisation and renewal of primary education in the perspective of an appropriate introduction to science and technology".

In Tasmania all children have access to computers at primary school and exposure to other technology such as cameras and video equipment. New science courses are being developed for primary school students along the lines of the Australia wide project "Science for All". This emphasises a problem - solving approach to science.

In South Australia there is increasing access to computers. Special programs of training in mathematics and science have been established for primary school teachers.

(c) "Improvement of secondary education: objectives, structures, content, and methods".

The Commonwealth Government is currently considering the role of schools in the context of a society undergoing significant social and economic adjustment. The Commonwealth is asking the other bodies involved to look at a common curriculum framework across Australia, a common approach to assessment, improved teacher training increasing participation in senior secondary school, improved access for disadvantaged groups and more efficient use of resources.

Victoria has recently made changes to the post compulsory stage of secondary education. The two year Victorian Certificate of Education has been introduced and with it, the development of courses, assessment procedures and school organisation appropriate to the new certificate. The lower years of secondary schooling are now receiving priority attention in the development of school programs.

Tasmania has recently undertaken a major review of secondary education "Secondary Education: The Future" to ensure secondary education is relevant.

The New South Wales Department of Education offers a large number of "Other Approved Studies" to encourage participation in school of students who are not interested in academic studies. It has also developed courses linked to the TAFE system.

In Western Australia significant structural change has occurred over the past four years due to the implementation of recommendations of the Beazley Inquiry and the McGaw Committee. The lower-school Achievement Certificate curriculum structure has been replaced by the Unit Curriculum. Semester (or term) units of study (40 hours) have replaced year-long courses of study. The degree of flexibility and choice available to students has increased markedly though strong emphasis on mathematics and English has been maintained. Standards-referenced assessment methods have replaced the traditional normative approach. Vertical timetabling technology will permit greater flexibility of study across the secondary age-range. In upper-secondary the formerly restrictive tertiary entrance requirements have been modified significantly. Students can now keep open their higher education options by studying as few as three tertiary entrance subjects (compared to six under the previous system). Reviews of objectives, content and methods, in order to fully capitalise on the opportunities created by the structural reforms, are currently in train.

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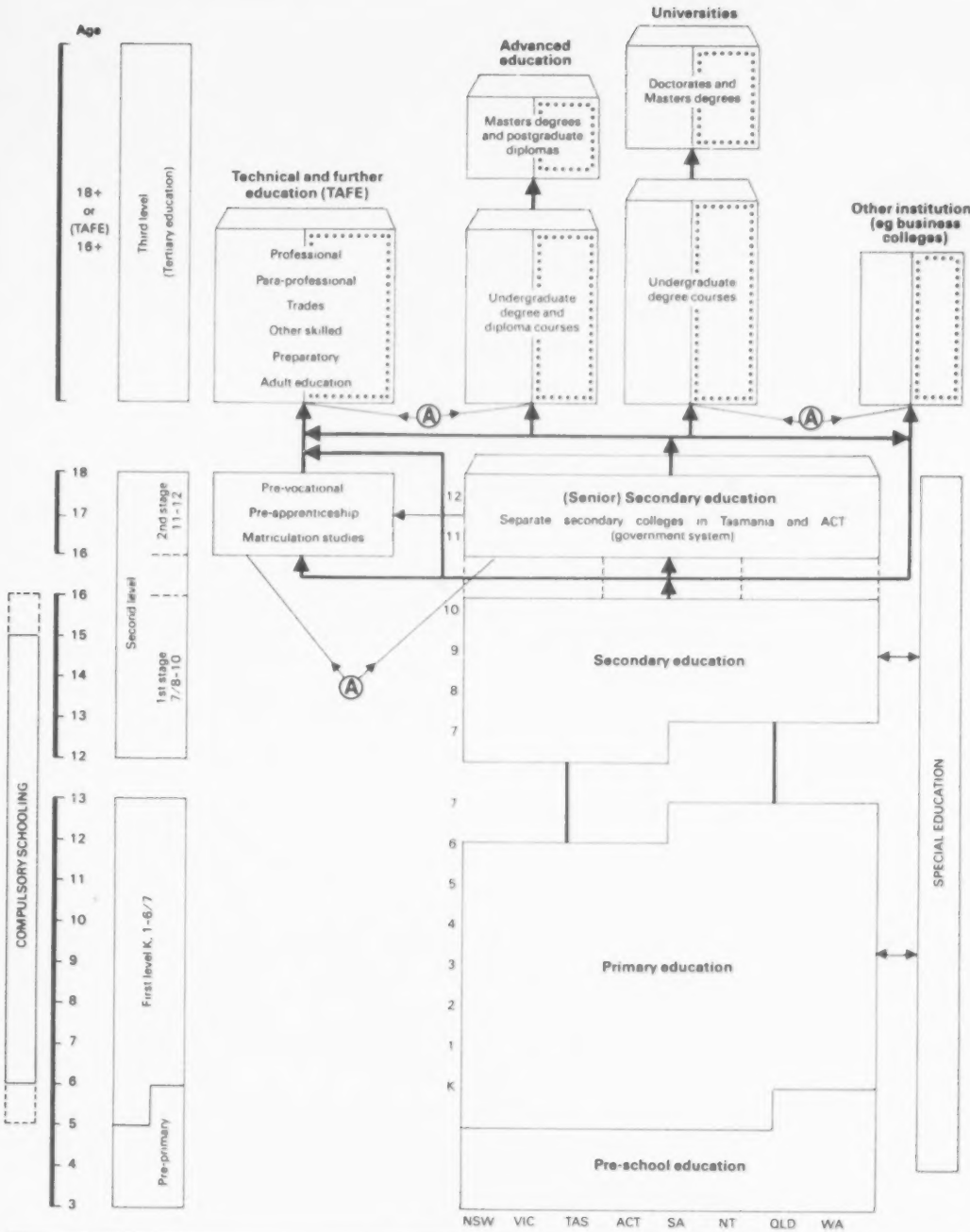
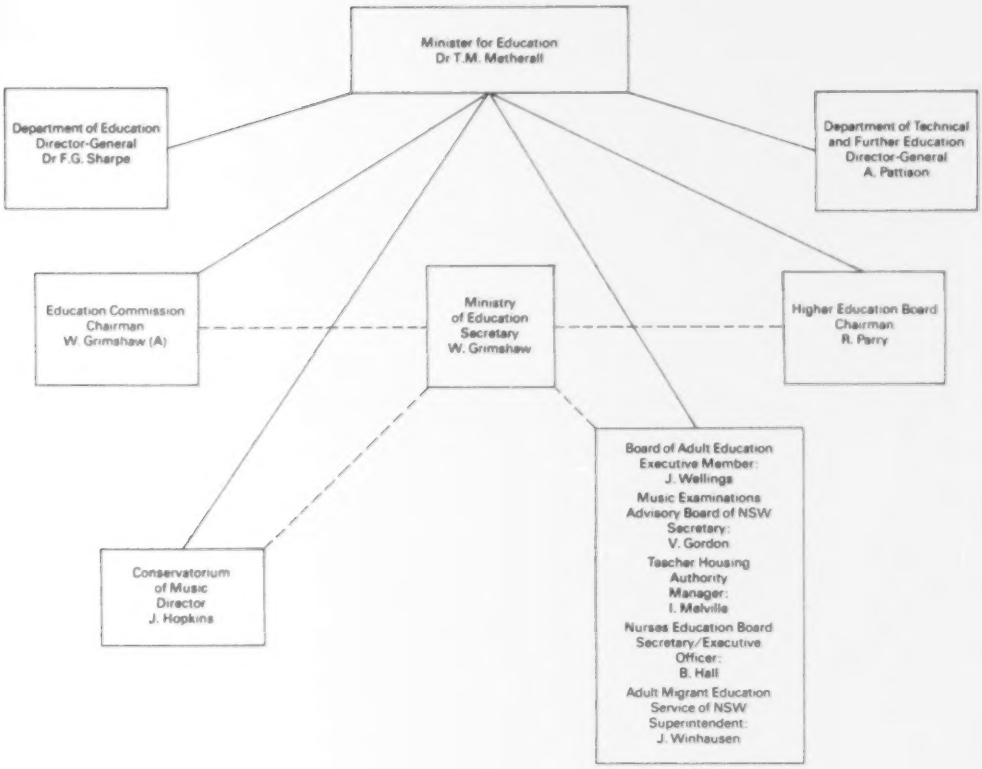
AUSTRALIAN EDUCATION SYSTEM



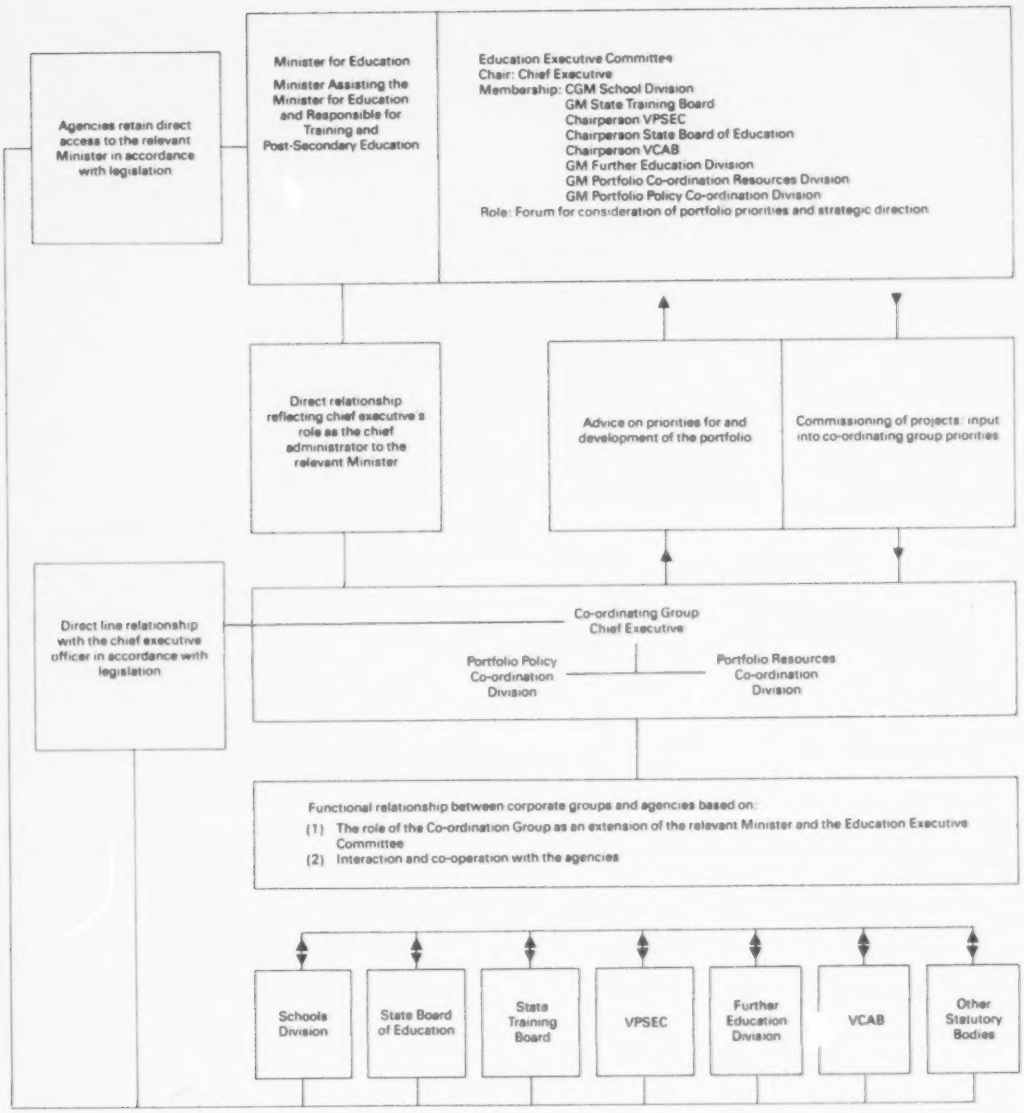
APPENDIX B1

NEW SOUTH WALES
EDUCATION PORTFOLIO STRUCTURE

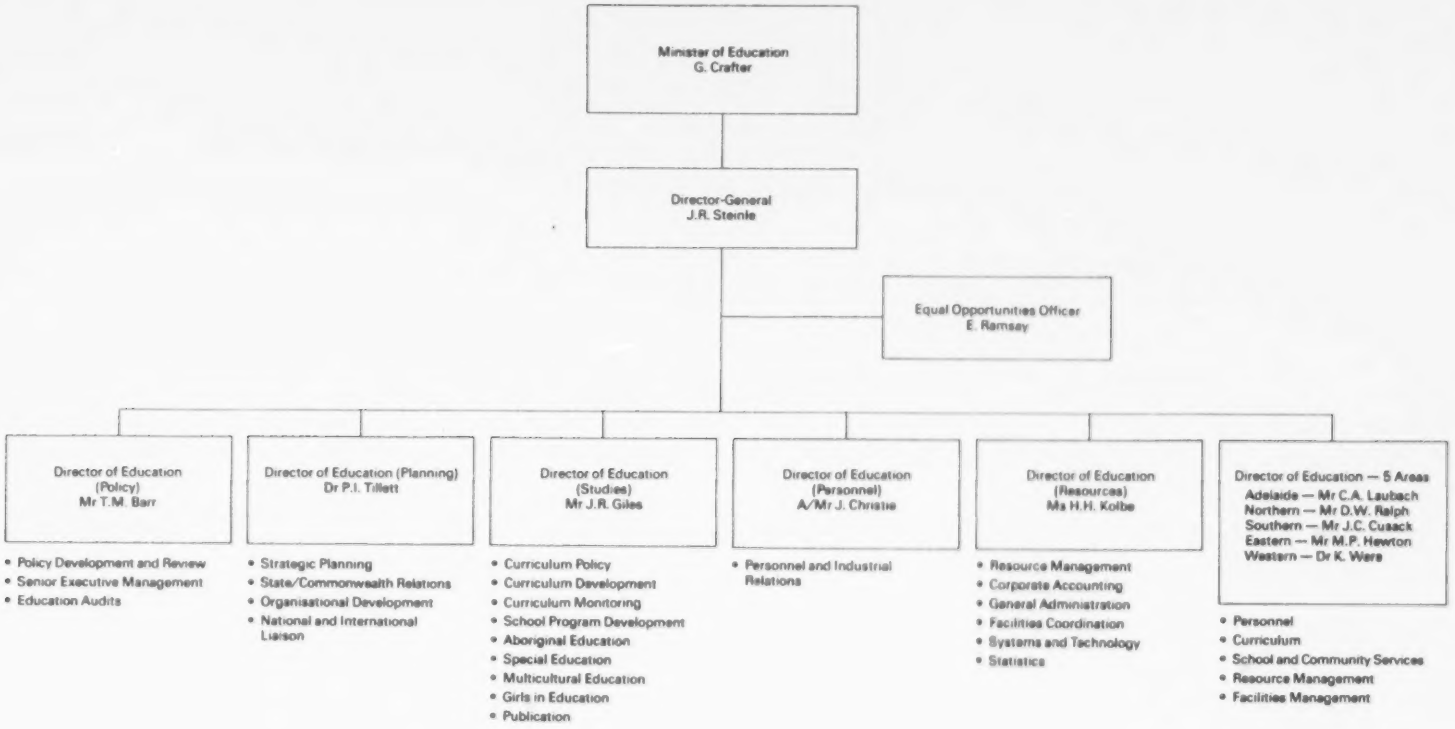


APPENDIX B2

THE CO-ORDINATING STRUCTURE OF THE MINISTRY OF EDUCATION — VICTORIA


Agencies retain direct access to the relevant Minister in accordance with legislation
Minister for Education
Minister Assisting the Minister for Education and Responsible for Training and Post-Secondary Education
Education Executive Committee
Chair: Chief Executive
Membership: CGM School Division
GM State Training Board
Chairperson VPSEC
Chairperson State Board of Education
Chairperson VCAB
GM Further Education Division
GM Portfolio Co-ordination Resources Division
GM Portfolio Policy Co-ordination Division
Role: Forum for consideration of portfolio priorities and strategic direction
Direct relationship reflecting chief executive's role as the chief administrator to the relevant Minister
Advice on priorities for and development of the portfolio
Commissioning of projects: input into co-ordinating group priorities
Direct line relationship with the chief executive officer in accordance with legislation
Co-ordinating Group Chief Executive
Portfolio Policy Co-ordination Division
Portfolio Resources Co-ordination Division
Functional relationship between corporate groups and agencies based on:
(1) The role of the Co-ordination Group as an extension of the relevant Minister and the Education Executive Committee
(2) Interaction and co-operation with the agencies
Schools Division
State Board of Education
State Training Board
VPSEC
Further Education Division
VCAB
Other Statutory Bodies

ORGANISATION CHART
EDUCATION DEPARTMENT OF SOUTH AUSTRALIA
DECEMBER 1987



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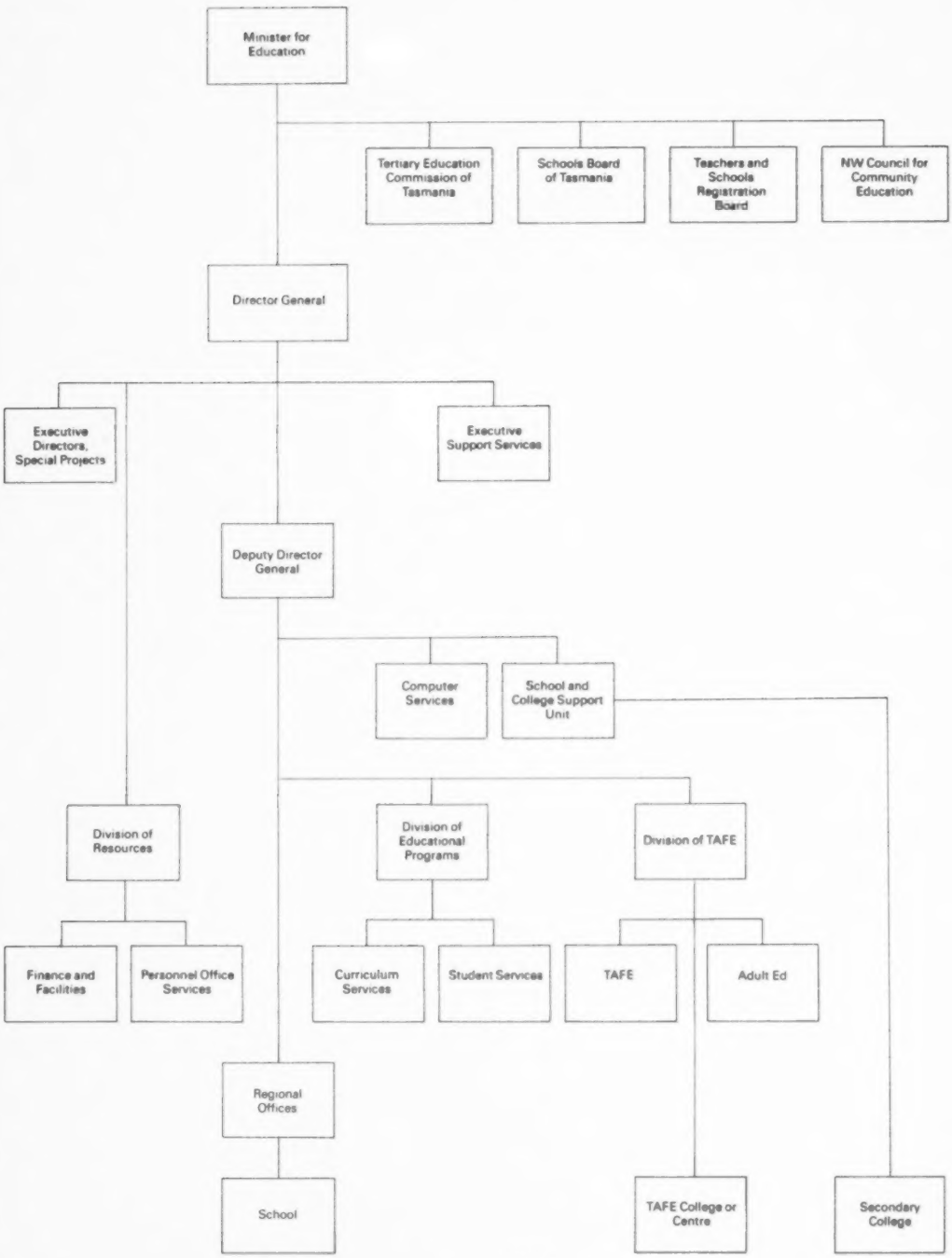
APPENDIX B4

TASMANIAN DEPARTMENT OF EDUCATION — ORGANISATION



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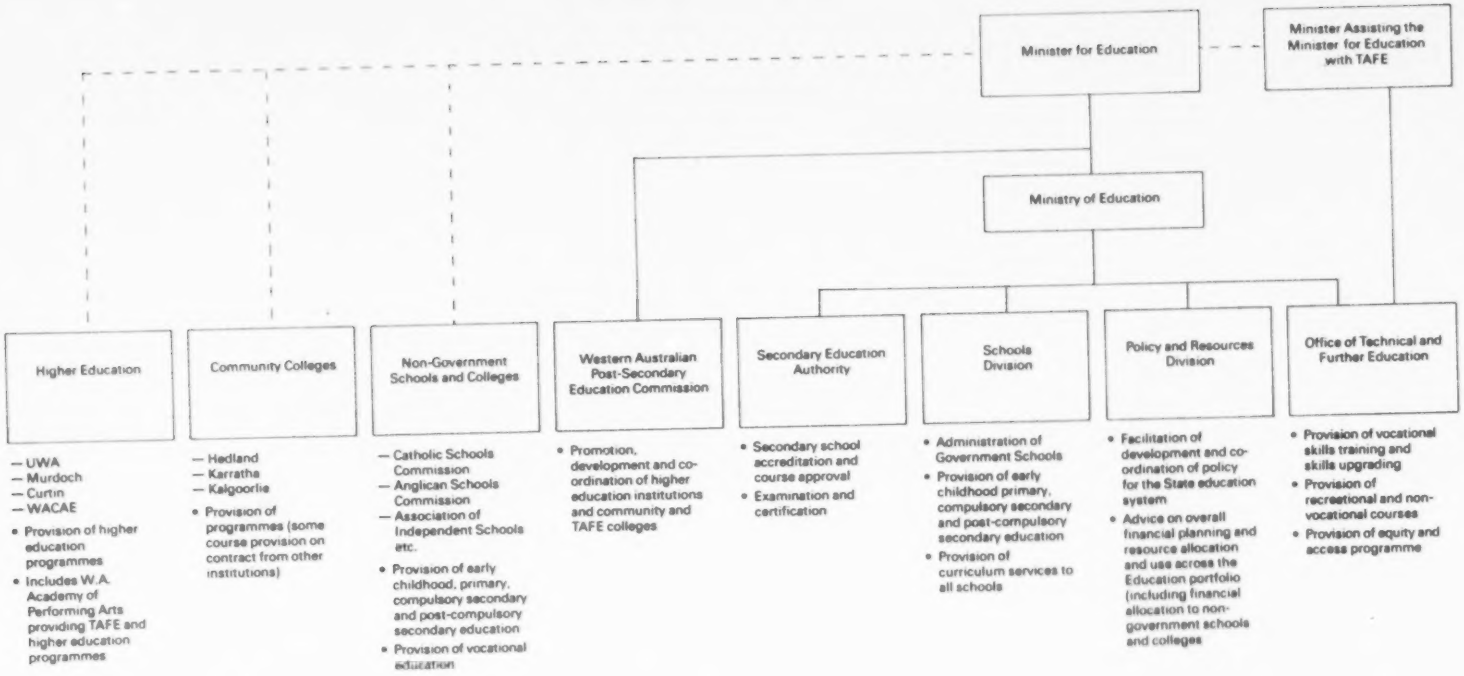
EDUCATION ORGANISATION CHART FOR WESTERN AUSTRALIA


Minister for Education
Minister Assisting the Minister for Education with TAFE
Ministry of Education
Higher Education
— UWA
— Murdoch
— Curtin
— WACAE
• Provision of higher education programmes
• Includes W.A. Academy of Performing Arts providing TAFE and higher education programmes
Community Colleges
— Hedland
— Karratha
— Kalgoorlie
• Provision of programmes (some course provision on contract from other institutions)
Non-Government Schools and Colleges
— Catholic Schools Commission
— Anglican Schools Commission
— Association of Independent Schools etc.
• Provision of early childhood, primary, compulsory secondary and post-compulsory secondary education
• Provision of vocational education
Western Australian Post-Secondary Education Commission
• Promotion, development and co-ordination of higher education institutions and community and TAFE colleges
Secondary Education Authority
• Secondary school accreditation and course approval
• Examination and certification
Schools Division
• Administration of Government Schools
• Provision of early childhood primary, compulsory secondary and post-compulsory secondary education
• Provision of curriculum services to all schools
Policy and Resources Division
• Facilitation of development and co-ordination of policy for the State education system
• Advice on overall financial planning and resource allocation and use across the Education portfolio (including financial allocation to non-government schools and colleges
Office of Technical and Further Education
• Provision of vocational skills training and skills upgrading
• Provision of recreational and non-vocational courses
• Provision of equity and access programme

N.B. The Education Portfolio is currently in the process of re-organisation.

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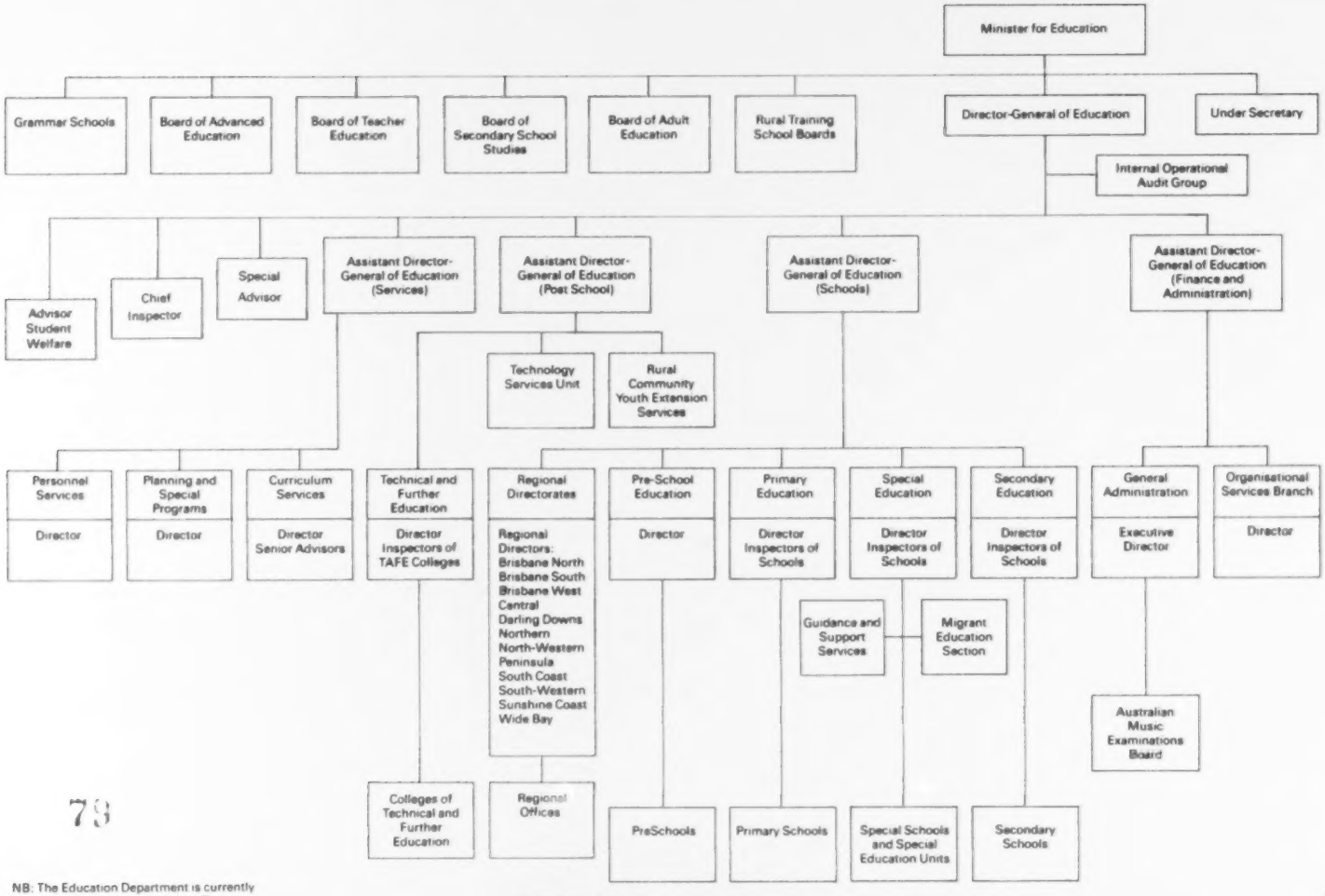
EDUCATION ORGANISATION STRUCTURE FOR QUEENSLAND



NB: The Education Department is currently in the process of re-organisation. The new structure should be settled by early 1989.

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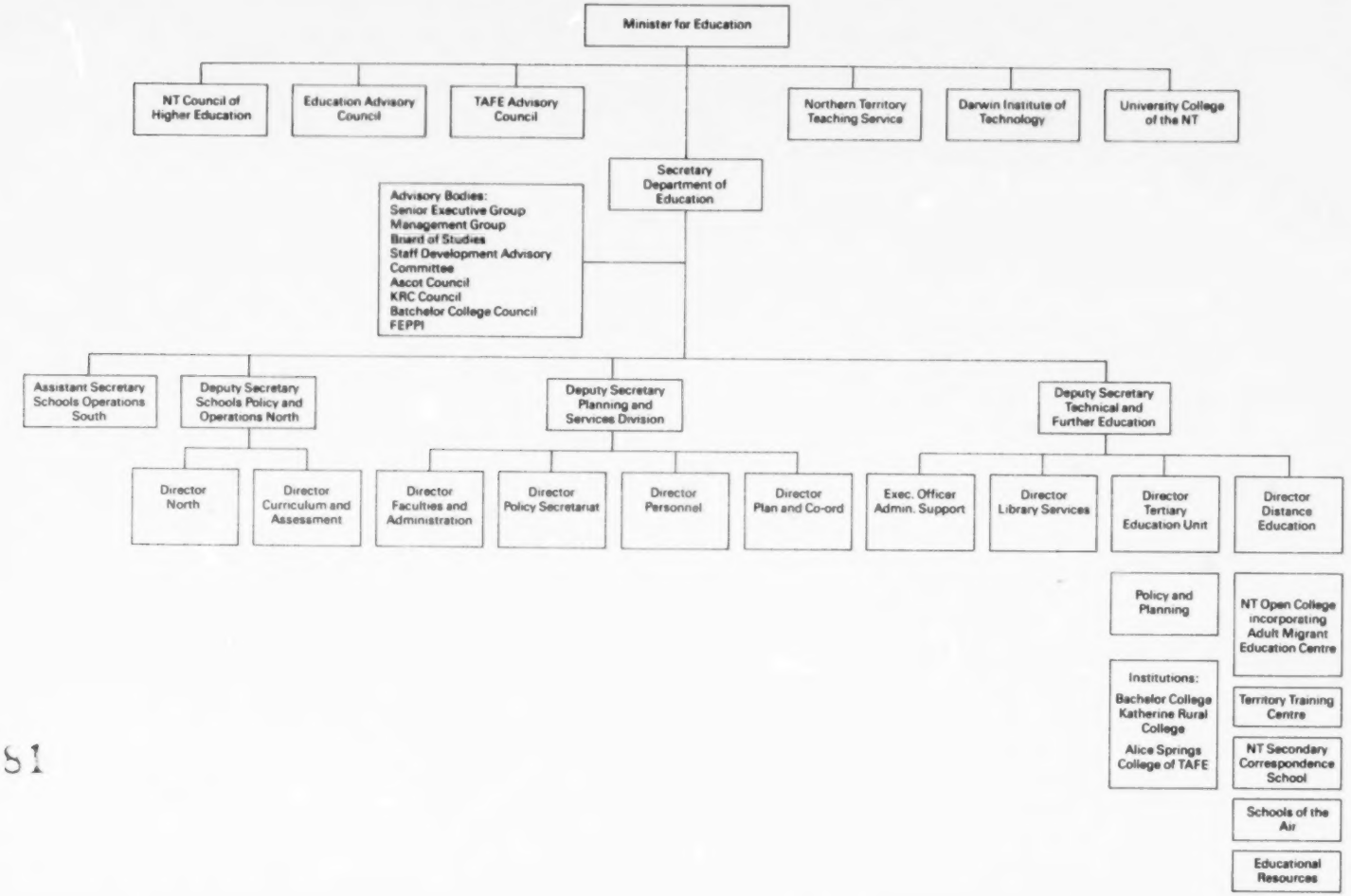
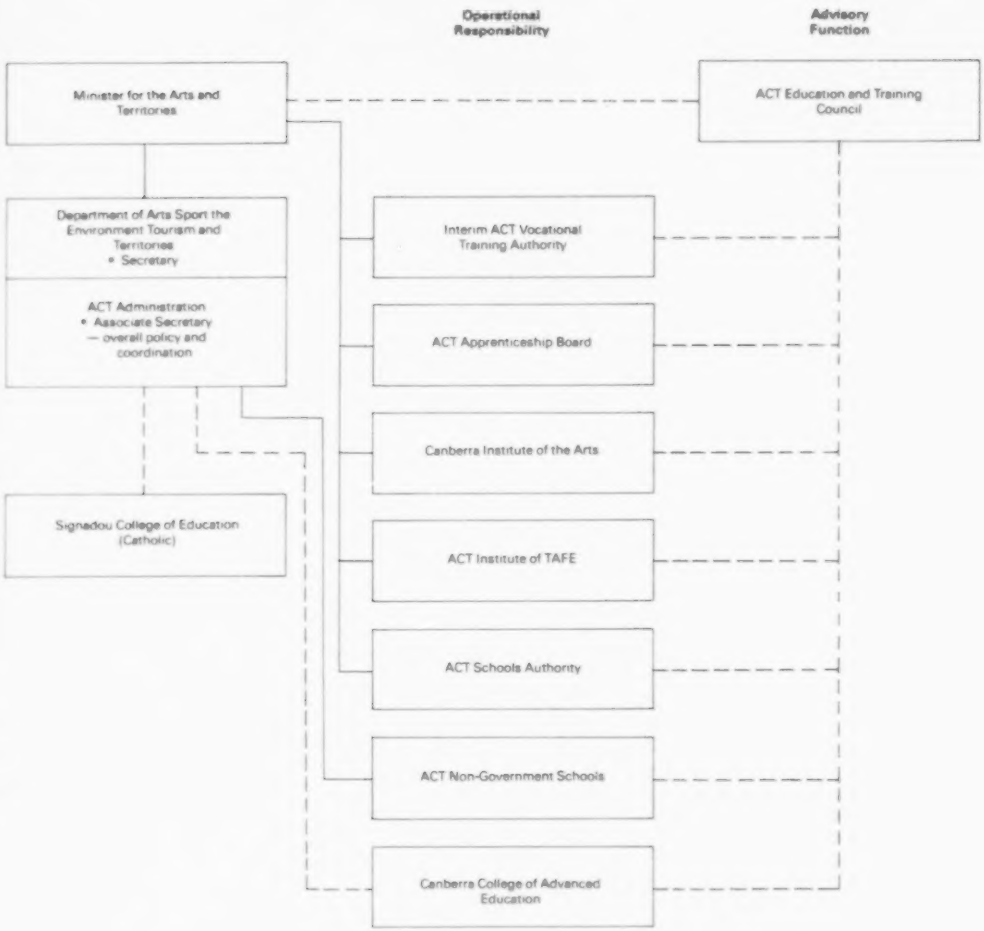
EDUCATION ORGANISATION STRUCTURE
NORTHERN TERRITORY



AUSTRALIAN CAPITAL TERRITORY — ADMINISTRATION OF EDUCATION


Operational Responsibility
Advisory Function
Minister for the Arts and Territories
ACT Education and Training Council
Department of Arts Sport the Environment Tourism and Territories
• Secretary
ACT Administration
• Associate Secretary — overall policy and coordination
Interim ACT Vocational Training Authority
ACT Apprenticeship Board
Canberra Institute of the Arts
ACT Institute of TAFE
ACT Schools Authority
ACT Non-Government Schools
Canberra College of Advanced Education
Signadou College of Education (Catholic)

APPENDIX C

Statistical Information

C1 Primary and secondary enrolments in Australian schools, 1977-1987

C2 Teachers in Australian schools, 1977-1987

C3 Percentages of students remaining to third last year, second last year and final year of secondary schooling, 1977-1987

C4 Percentages of males and females in Australian schools, 1977-1987

C5 Students in Higher Education, Australia, 1977-1987

C6 Female students in Australian universities and colleges of advanced education, 1977-1987

C7 Total student load : university and colleges of advanced education, 1977-1987

C8 TAFE student enrolment, 1986

C9 Age participation rates in Australian Schools 1982-1986

C10 Participation rates in tertiary education 1981-87

C11 Total government outlay on education in relation to gross domestic product, 1980/81 to 1985/86

C12 Commonwealth schools programs - expenditure 1988

C13 Higher education programs for 1988

C14 Major Commonwealth student assistance schemes - primary and secondary education students receiving assistance

C15 Major Commonwealth student assistance schemes - tertiary education students receiving assistance

Table C1. Primary and Secondary Enrolments in Australian Schools, 1977-87

Year	Government	Proportion of Total (%)	Non-Government	Proportion of Total (%)	Total
			PRIMARY		
1977	1,502,901	80.8	356,089	19.2	1,858,990
1978	1,517,189	80.8	360,061	19.2	1,877,250
1979	1,517,341	80.5	367,412	19.5	1,884,753
1980	1,508,039	80.0	376,055	20.0	1,884,094
1981	1,485,043	79.4	386,020	20.6	1,871,063
1982	1,454,881	78.7	394,086	21.3	1,848,967
1983	1,410,788	78.0	398,247	22.0	1,809,035
1984	1,358,909	77.1	402,990	22.9	1,761,899
1985	1,317,865	76.4	406,458	23.6	1,724,323
1986	1,297,090	75.9	411,075	24.1	1,708,165
1987	1,290,639	75.7	415,205	24.3	1,705,144
			SECONDARY		
1977	846,409	75.6	273,752	24.4	1,120,161
1978	837,233	75.1	278,137	24.9	1,115,370
1979	819,377	74.3	282,801	25.7	1,102,178
1980	810,038	73.6	290,430	26.4	1,100,468
1981	813,552	72.9	301,976	27.1	1,115,528
1982	828,084	72.3	317,596	27.7	1,145,680
1983	870,234	72.1	336,537	27.9	1,206,771
1984	901,642	71.8	354,179	28.2	1,255,821
1985	912,968	71.2	368,878	28.8	1,281,846
1986	910,711	70.4	382,513	29.6	1,293,224
1987	906,103	69.8	392,936	30.2	1,299,039
			ALL SCHOOLS		
1977	2,239,310	78.9	629,841	21.1	2,979,151
1978	2,354,422	78.7	638,206	21.3	2,992,628
1979	2,336,718	78.2	650,213	21.8	2,986,931
1980	2,318,077	77.7	666,485	22.3	2,984,562
1981	2,298,595	77.0	687,996	23.0	2,986,591
1982	2,282,965	76.2	711,682	23.8	2,994,647
1983	2,281,022	75.6	734,784	24.4	3,015,806
1984	2,260,551	74.9	757,169	25.1	3,017,720
1985	2,230,833	74.2	775,336	25.8	3,006,169
1986	2,207,801	73.6	793,588	26.4	3,001,389
1987	2,196,742	73.1	808,141	26.9	3,004,883

Source: Australian Bureau of Statistics

Table C2. Teachers(a) in Australian Schools, 1977-87.

	1977	1978	1979	1980	1981(b)	1982	1983	1984	1985	1986	1987
Primary	85,855	87,879	90,667	91,279	87,517	88,329	88,245	90,808	90,328	90,685	91,252
Secondary	80,981	82,678	84,529	85,340	85,594	87,575	92,355	97,666	100,148	101,115	102,436
Other (c)	-	-	-	-	5,101	5,547	6,897	4,883	5,032	4,921	4,828
Total	166,836	170,557	175,196	176,620	178,212	181,452	187,497	193,357	195,508	196,721	198,516

(a) Number of full-time teachers plus full-time equivalent units of part-time teaching.

(b) A new data collection for government schools using a different statistical framework was undertaken from 1981 onwards. Data for the years 1981 on are not strictly comparable with that for previous years.

(c) Includes special education teachers and those with more than one area of activity.

Source: Australian Bureau of Statistics.

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Table C3. Percentages of Secondary School Students Remaining to Third Last Year, Second Last Year and Final Year of Secondary Schooling, Australia, 1977-1987.

	Males			Females			Persons		
Year	Govt	Non-Govt	All Schools	Govt	Non-Govt	All Schools	Govt	Non-Govt	All Schools
Third Last Year									
1977	85.5	93.1	87.1	86.6	94.0	88.3	86.1	93.6	87.7
1978	86.5	94.6	88.3	87.6	95.7	89.5	87.1	95.2	88.8
1979	86.3	96.3	88.5	88.3	97.3	90.4	87.3	96.8	89.4
1983	87.5	96.6	89.5	89.6	97.7	91.5	88.5	97.1	90.5
1981	88.0	98.1	90.3	90.5	99.2	92.6	89.2	98.6	91.4
1982	89.9	98.6	92.0	91.4	100.9	93.8	90.7	99.8	92.9
1983	92.2	99.2	93.9	92.6	100.6	94.6	92.4	99.9	94.3
1984	91.9	95.0	93.4	92.7	98.9	94.3	92.3	98.4	93.8
1985	91.6	98.2	93.3	92.6	98.9	94.3	92.1	98.4	93.8
1985	91.6	98.2	93.3	92.6	98.9	94.3	92.1	98.5	93.8
1986	91.2	98.9	93.2	92.9	100.8	95.1	92.0	99.9	94.1
1987	93.1	98.5	94.5	94.0	100.4	95.8	93.6	99.4	95.2
Second Last Year									
1977	45.7	67.4	50.3	50.4	67.6	54.4	48.0	67.4	52.3
1978	46.3	69.0	51.1	51.5	70.1	55.8	48.8	69.6	53.4
1979	45.0	70.6	50.4	51.3	70.7	55.8	48.0	70.6	53.0
1980	45.3	71.0	50.8	52.4	73.3	57.3	48.7	72.2	54.0
1981	45.9	71.5	51.6	53.8	75.5	59.0	49.7	73.5	55.2
1982	48.3	74.0	54.2	55.1	78.0	60.8	51.6	76.1	57.4
1983	56.4	78.4	61.7	60.4	81.3	65.6	58.3	79.9	63.6
1984	58.7	78.5	63.6	62.5	81.8	67.5	60.6	80.1	65.5
1985	59.6	79.6	64.6	63.9	82.7	68.9	61.7	81.2	66.7
1986	60.7	80.2	65.7	65.8	84.7	70.9	63.2	82.4	68.3
1987	63.2	82.1	68.1	68.8	87.9	74.0	65.9	85.0	71.0
Final Year									
1977	27.8	57.5	34.0	31.9	52.5	36.6	29.7	54.9	35.3
1978	27.0	55.5	33.1	32.3	53.6	37.3	29.6	54.5	35.1
1979	26.1	56.0	32.4	31.9	54.8	37.2	28.9	55.4	34.7
1980	25.2	56.9	31.9	31.9	55.4	37.3	28.4	56.1	34.5
1981	25.1	57.0	32.0	32.1	56.8	37.8	28.5	56.9	34.8
1983	30.1	61.7	37.5	37.6	63.2	43.9	33.7	62.5	40.6
1984	35.2	64.0	42.1	41.8	66.5	48.0	38.4	65.3	45.0
1985	36.7	64.0	43.5	43.2	67.4	49.5	39.9	65.7	46.4
1986	38.9	65.4	45.6	45.8	69.4	52.1	42.3	67.4	48.7
1987	42.9	67.9	49.4	51.0	73.0	57.0	46.8	70.4	53.1

NOTE: If consideration were taken of students enrolled in full time technical and further education (TAFE) courses broadly equivalent to the second last and last years of secondary education, approximately 6 percent would be added to the figure for students remaining to the second last year, and 5 percent for students remaining to the final year of schooling.

SOURCE: Commonwealth Department of Employment, Education and Training - derived from material published by the Australian Bureau of Statistics.

Table C4. Percentages of Males and Females in Australian Schools, 1977-87.

Year	Males	Females
1977	51.2	48.8
1978	51.1	48.9
1979	51.1	48.9
1980	51.0	49.0
1981	51.0	49.0
1982	51.0	49.0
1983	51.1	48.9
1984	51.1	48.9
1985	51.1	48.9
1986	51.1	48.9
1987	51.0	49.0

Source: Australian Bureau of Statistics

Table C5
STUDENTS IN HIGHER EDUCATION, AUSTRALIA, 1977-87

	Full-time		Part-time		External		Total	
	Number	%	Number	%	Number	%	Number	%
ADVANCED EDUCATION								
1977	86532	59.9	46772	32.4	11074	7.7	144378	100.0
1978	86265	55.8	53892	34.8	14519	9.4	154676	100.0
1979	84451	52.4	59326	36.8	17511	10.9	161288	100.0
1980	80759	48.5	64109	38.5	21499	12.9	166367	100.0
1981	79252	46.6	66943	39.4	23896	14.0	170091	100.0
1982	80628	46.3	68068	39.1	25291	14.5	173987	100.0
1983	85706	47.8	67723	37.8	25798	14.4	179227	100.0
1984	89768	48.6	67638	36.6	27289	14.8	184695	100.0
1985	96912	49.8	68516	35.2	29112	15.0	194540	100.0
1986	104575	50.2	71993	34.5	31917	15.3	208485	100.0
1987	118380	55.6	64558	30.3	29993	14.1	212931	100.0
UNIVERSITIES								
1977	102901	65.0	45827	28.9	9683	6.1	158411	100.0
1978	101235	63.3	47191	29.5	11609	7.3	160035	100.0
1979	98885	61.5	48919	30.4	13006	8.1	160810	100.0
1980	98719	60.5	50325	30.8	14112	8.6	163156	100.0
1981	99574	59.8	51462	30.9	15575	9.3	166611	100.0
1982	100001	59.7	51900	31.0	15502	9.3	167403	100.0
1983	102801	60.7	51231	30.3	15318	9.0	169350	100.0
1984	106019	61.4	50682	29.4	15977	9.3	172678	100.0
1985	107427	61.2	51565	29.4	16484	9.4	175476	100.0
1986	110670	61.0	53211	29.3	17602	9.7	181483	100.0
1987	115774	64.0	49291	27.3	15738	8.7	180803	100.0
HIGHER EDUCATION								
1977	189433	62.6	92599	30.6	20757	6.9	302789	100.0
1978	187500	59.6	101083	32.1	26128	8.3	314711	100.0
1979	183336	56.9	108245	33.6	30517	9.5	322098	100.0
1980	179478	54.5	114434	34.7	35611	10.8	329523	100.0
1981	178826	53.1	118405	35.2	39471	11.7	336702	100.0
1982	180629	52.9	119968	35.1	40793	11.9	341390	100.0
1983	188507	54.1	118954	34.1	41116	11.8	348577	100.0
1984	195787	54.8	118320	33.1	43266	12.1	357373	100.0
1985	204339	55.2	120081	32.5	45596	12.3	370016	100.0
1986	215245	55.2	125204	32.1	49519	12.7	389968	100.0
1987	234154	59.5	113849	28.9	45731	11.6	393734	100.0

SOURCE: Department of Employment, Education and Training

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Table C6
FEMALE STUDENTS IN HIGHER EDUCATION, AUSTRALIA, 1977-87

	Full-time		Part-time		External		Total	
	Number	%	Number	%	Number	%	Number	%
ADVANCED EDUCATION								
1977	47724	55.2	15213	32.5	5385	48.6	68322	47.3
1978	47814	55.4	19501	36.2	6884	47.4	74199	48.0
1979	47161	55.8	22950	38.7	8348	47.7	78459	48.6
1980	45143	55.9	25635	40.0	10277	47.8	81055	48.7
1981	44158	55.7	26644	39.8	11280	47.2	82082	48.3
1982	44249	54.9	27345	40.2	12183	48.2	83777	48.2
1983	46204	53.9	27870	41.2	12344	47.8	86418	48.2
1984	48090	53.6	28188	41.7	12684	46.5	88962	48.2
1985	53089	54.8	28957	42.3	13586	46.7	95632	49.2
1986	58277	55.7	31900	44.3	15163	47.5	105340	50.5
1987	66605	56.3	30181	46.8	14851	49.5	111637	52.4
UNIVERSITIES								
1977	39336	38.2	17782	38.8	4350	44.9	61468	38.8
1978	39672	39.2	18818	39.9	5327	45.9	63817	39.9
1979	39402	39.8	20039	41.0	6115	47.0	65556	40.8
1980	39932	40.5	21412	42.5	6867	48.7	68211	41.8
1981	41019	41.2	22499	43.7	7679	49.3	71197	42.7
1982	42150	42.1	23192	44.7	7705	49.7	73047	43.6
1983	43680	42.5	23393	45.7	7769	50.7	74842	44.2
1984	45549	43.0	23736	46.8	8236	51.5	77521	44.9
1985	46974	43.7	24717	47.9	8639	52.4	80330	45.8
1986	49626	44.8	25685	48.3	9469	53.8	84780	46.7
1987	52810	45.6	24193	49.1	8710	55.3	85713	47.4
HIGHER EDUCATION								
1977	87060	46.0	32995	35.6	9735	46.9	129790	42.9
1978	87486	46.7	38319	37.9	12211	46.7	138016	43.9
1979	86563	47.2	42989	39.7	14463	47.4	144015	44.7
1980	85075	47.4	47047	41.1	17144	48.1	149266	45.3
1981	85177	47.6	49143	41.5	18959	48.0	153279	45.5
1982	86399	47.8	50537	42.1	19888	48.8	156824	45.9
1983	89884	47.7	51263	43.1	20113	48.9	161260	46.3
1984	93639	47.8	51924	43.9	20920	48.4	166483	46.6
1985	100063	49.0	53674	44.7	22225	48.7	175962	47.6
1986	107903	50.1	57585	46.0	24632	49.7	190120	48.8
1987	119415	51.0	54374	47.8	23561	51.5	197350	50.1

SOURCE: Department of Employment, Education and Training

Table C7
TOTAL STUDENT LOAD: HIGHER EDUCATION, AUSTRALIA, 1977-1987 (EFTSU) (a)

YEAR	STUDENT LOAD
1977	238400
1978	243000
1979	244000
1980	244700
1981	247800
1982	250800
1983	257400
1984	264800
1985	274800
1986	289900
1987	304300

(a) Student load for years prior to 1985 is estimated.

Source: Department of Employment, Education and Training

Table C8. Technical and Further Education
1986 TAFE Student Enrolment - Total Students by Stream, Field of Study and Attendance

Stream (1)		Full-time	Part-time	Total
1000	Recreation, Leisure	36	491,996	492,032
2100	Basic employment skills	4,977	129,140	134,117
2200	Educational preparation	11,443	90,581	102,024
3100	Operatives : Initial	1,618	161,711	163,329
3211	Recognised trades : part exempt	9,508	3,637	13,145
3212	Recognised trades : complete	5,789	103,574	109,363
3221	Other Skills : part exempt	394	10,752	11,146
3222	Other Skills : complete	11,228	121,446	132,674
3300	Trade technician/supervisory	8,747	88,349	97,096
3400	Para-professional technician	8,065	55,658	63,723
3500	Para-professional higher technician	7,005	37,668	44,673
3600	Professional	515	717	1,232
4100	Operatives : post initial	1	10,600	10,601
4200	Trades/other skills : post initial	478	77,478	77,956
4300	Trade tech/super : post initial	20	4,891	4,911
4400	Para-prof tech : post initial	17	2,699	2,716
4500	Para-prof high tech : post initial	104	2,821	2,925
TOTAL	Net stream 2100-4500	75,056	811,623	886,679
TOTAL	Net All Streams	75,178	1,290,944	1,366,122

(1) The classification was implemented for the first time in respect of courses conducted in TAFE in 1986 and replaces the old seven-group stream classification used in the past.

Table C9. Age Participation Rates in Australian Schools 1982-1986.

(Full-time students as a percentage of relevant population cohorts)

	(Age at 30 June)						
MALES	15	16	17	18	19	20	21
1982	86.3	56.4	28.6	5.8	1.7		
1983	88.5	61.8	32.2	6.6	2.4		
1984	89.3	63.5	35.8	8.0	3.3		
1985	89.7	64.3	36.7	8.1	1.4(a)	0.5(a)	1.0(a)
1986	89.1	65.4	38.1	8.0	1.4	0.5	1.0
FEMALES							
1982	87.1	59.6	31.9	5.0	1.7		
1983	88.6	63.1	35.2	5.9	2.1		
1984	89.7	65.0	38.6	6.5	3.0		
1985	90.5	66.3	39.3	6.6	1.1(a)	0.4(a)	1.0(a)
1986	90.5	68.2	41.8	6.5	1.0	0.4	1.1
PERSONS							
1982	86.7	58.0	30.2	5.4	1.7		
1983	88.5	62.1	33.5	6.3	2.2		
1984	89.5	64.2	37.2	7.3	3.1		
1985	90.1	65.3	38.0	7.3	1.3(a)	0.4(a)	1.0(a)
1986	89.8	66.8	39.9	7.2	1.2	0.5	1.0

(a) 1985 was the first year for which single year of age data for school students aged 19 and 20 were available. (All students aged 21 and over and those students whose age was not stated are included in the 21 year old age group.) In previous years all students aged 19 and over were included in the 19 year old age group.

Table C10. Participation Rates in Tertiary Education, by Sector, Australia, 1981 to 1987.

(Percentage of relevant age cohort)

Year	15-19	20-24	25-29	30 & over
Higher Education				
1981	5.9	8.8	4.3	1.5
1982	6.0	8.6	4.2	1.5
1983	6.0	8.8	4.1	1.6
1984	6.1	8.9	4.1	1.6
1985	6.5	9.1	4.1	1.7
1986	6.7	9.5	4.2	1.8
1987	7.3	9.7	3.9	1.6
TAFE (Vocational and Preparatory courses only)				
1981	20.8	11.0	6.9	3.3
1982	21.3	11.0	7.2	3.6
1983	21.1	12.1	7.8	4.1
1984	20.9	12.7	8.3	4.5
1985	20.5	12.7	8.6	4.8
1986	19.3	12.9	9.0	5.0
Tertiary Education				
1981	26.7	19.8	11.2	4.8
1982	27.3	19.6	11.4	5.1
1983	27.1	20.9	11.9	5.7
1984	27.0	21.6	12.4	6.1
1985	27.0	21.8	12.7	6.5
1986	26.0	22.4	13.2	6.8

Source: Tertiary Resources and Planning Branch, DEET.

Table C11. Total Government Outlay on Education in Relation to Gross Domestic Product, Australia 1980/81 to 1985/86.

	1980/81 $m	1981/82 $m	1982/83 $m	1983/84 $m	1984/85 $m	%	1985/86 $m	%
Primary and Secondary Education	4,748	5,327	6,056	6,754	7,343	62	7,794	60
University education	954	1,093	1,198	1,296	1,418	12	1,514	12
Advanced Education	708	733	808	881	953	8	1,073	8
Technical and further education	641	817	950	1,058	1,216	10	1,360	11
Tertiary education not elsewhere classified	13	14	17	26	60	-	60	-
Pre-school education and education not definable by level	295	351	401	460	490	4	638	5
Transportation of Students	224	249	287	324	350	3	380	3
Education not elsewhere classified	108	130	119	108	108	1	106	1
Total government outlay on education	7,691	8,714	9,837	10,907	11,938	100	12,925	100
Gross Domestic Product (GDP)	135,188	152,756	167,534	189,257	209,775		240,136	
Total government outlay as % of GDP	5.7	5.7	5.9	5.8	5.7		5.4	

Source: Australian Bureau of Statistics.

TABLE C12 COMMONWEALTH SCHOOLS PROGRAMS FOR 1988
($'000, est. December 1987 prices)

Sector/program	1987	1988
	($'000)	($'000)
Government Schools		
General Recurrent (a)	446,012	479,384
Primary Basic Learning	6,285	0
Participation and Equity	23,161	0
National Language Program		
ESL - General	25,564	25,564
ESL - Language Teaching	4,232	4,232
ESL - New Arrivals (a)	12,669	30,398
Disadvantaged Schools	34,015	34,015
Special Education		
General	18,005	18,005
Integration	1,541	1,541
Capital	167,719	167,719
TOTAL	739,203	760,858
Non-government Schools		
General Recurrent (a)	839,988	880,117
Emergency Assistance	378	378
Primary Basic Learning	1,660	0
Participation and Equity	2,700	0
National Language Program		
ESL - General	10,689	10,689
ESL - New Arrivals (a)	1,841	4,420
Disadvantaged Schools	6,606	6,606
Special Education		
General	4,603	4,603
Integration	441	441
Support	13,382	14,080
Capital	60,726	60,726
TOTAL	943,015	982,060
Joint Programs		
Participation and Equity	963	0
Early Special Education	4,387	4,387
Ethnic Schools (b)	6,781	7,065
Country Areas	11,109	11,109
Residential Institutions	2,593	2,593
Severely Handicapped	4,234	4,234
Education Centres	1,823	1,823
Projects of National Significance	2,059	1,961
TOTAL	33,949	33,172
ALL PROGRAMS	1,716,167	1,776,090

(a) Programs operating on a per capita basis. Final costs subject to actual enrolments each year. Source: D.E.E.T.

(b) This program is maintained each year at the same money level as in 1986 (i.e. $7.2m)

TABLE C13 HIGHER EDUCATION PROGRAMS FOR 1988

SUMMARY OF RESOURCES: 1987 and 1988
($million - Estimated Dec. 1986 Prices)

Category of Grant	1987 $m	1988 $m	Change 1987 to 1988 $m	Change 1987 to 1988 %
Higher Education (a)				
Recurrent Grants	2204.4	2236.3(b)	+31.9	1.4
plus estimated revenue from administration charge (c)	95.3	98.1	+ 2.8	3.0
Total Recurrent Funds	2299.7	2334.4	+34.7	1.5
Equipment	123.6	126.6	+ 3.0	2.4
Capital	86.3	97.5	+11.3	13.0
Total Higher Education	2509.5	2558.5	+49.0	2.0
Evaluations, discipline assessments and reviews	0.9	0.9	-	-
TOTAL	2510.4	2559.4	+49.0	2.0

(a) Includes Universities, CAEs and Institutes of Tertiary Education

(b) Includes $5.0 million of universities general recurrent grants for research purposes to be allocated on the advice of the Australian Research Council.

(c) Estimated gross collections from the charge ($97.1 million in 1987 and $105.4 million in 1988) converted to estimated December 1986 prices.

Variations between totals and sums of components are due to rounding.

Table C15 Major Commonwealth Government Student Assistance Schemes Tertiary Education Students receiving assistance

Scheme	Conditions of Award	At 30 June 1983	1984	1985	1986	1987
Post-graduate Awards	Non-means-tested competitive awards for postgraduate study at Australian Universities. (Some places reserved for students in college of advanced education)	2,180	2,218	2,340	2,429	2,444
Tertiary Education Assistance	Means-tested allowances for full-time students enrolled at universities, colleges of advanced education, and technical and further education institutions who are studying for a first tertiary qualification	84,347	85,893	93,726	98,161	-
Aboriginal Study Assistance	Non-means-tested allowances payable to persons of Aboriginal descent undertaking approved courses of training or study in Australia after leaving school	5,671(a)	5,810(a)	6,200(a)	10,703a)	12,800(a)
AUSTUDY	Means-tested allowances for full-time students aged 16 years and over enrolled in secondary or tertiary education					
	- General Secondary	-	-	-	-	77,208
	- Adult Secondary	-	-	-	-	3,693
	- Tertiary	-	-	-	-	107,627

(a) These figures represent the number of students training under the scheme during the first half of the years specified.

SAMPLE TIMETABLE - TASMANIAN SECONDARY COLLEGE

Listing Timetable : Staff 15 March 1988

CLASS		LINE	TEACHER		ROOM	ENROLMENTS
CODE	DESCRIPTION		CODE	NAME		
210-01	CAP-CATERING 2 CL 1	1	JZM	MCLENNAN, J.	C124	13
289-11	CAP-FOOD & HEALTH 2 CL 1	5	JZM		C124	18
343-01	CAP-HOME ECONOMICS 3 CL 1	4	JZM		C124	23
253-02	APS-LEGAL STUDIES 2 CL 2	4	BZM	MEYER, B.	C212	18
301-01	APS-ACCOUNTING 3 CL 1	2	BZM		C226	23
363-02	NPS-PHYSICS A 3 CL 2	2	MGM	MORETON, M.	55	29
363-03	NPS-PHYSICS A 3 CL 3	3	MGM		55	28
309-04	NPS-CHEMISTRY 3 CL 4	4	MGM		42	24
361-01	CAP-MUSIC 3 CL 1	3	MAM	MORRELL, M.	58	16
285-31	CAP-RINE ARTS9CON.BAND) 2 CL 1	2	MAM		58	22
203-01	ART-ART 2 CL 1	4	CKM	MOUNTNEY, C.	ART	23
303-01	ART-ART 3 CL 1	1	CKM		ART	21
303-02	ART-ART 3 CL 2	2	CKM		ART	19
295-01	BSS-CHILD DEVELOPMENT 2 CL 1	2	SEM	MURPHY, S.	26A	17
283-21	CUI-COMMUNITY STUDIES A CL 1	3	SEM		26A	30
283-22	CUI-COMMUNITY STUDIES A CL 2	5	SEM		26B	20
283-31	CUI-COMMUNITY STUDIES B CL 1	1	SEM		26A	50
301-03	APS-ACCOUNTING 3 CL 3	6	DEN	NEWMAN, D.	C226	23
217-07	LAL-ENGLISH L & L CL 7	4	PJN	NEWMAN, P.	21	19
324-01	LAL-EUROPEAN LIT. 3 CL 1	3	PJN		28	23
217-02	LAL-ENGLISH L. & 1. 2 CL 2	2	PJN		21	20
358-01	APS-MATERIALS & DESIGN 3 CL 1	2	AJO	OLDING, A.	C113	20
293-01	APS-MATERIALS & DESIGN 2 CL 1	4	AJO		C113	21
315-01	APS-DRAWING & DESIGN 3 CL 1	1	AJO		C117	15
263-01	NPS-PHYSICS 2 CL 1	4	RAP	PASZKIEWICZ, R.	54	21
309-05	NPS-CHEMISTRY 3 CL 5	5	RAP		42	23
209-02	NPS-CHEMISTRY 2 CL 2	3	RAP		43	12
379-02	HAR-SPORTS SCIENCE 3 CL 2	4	DLP	PERRY, D.	PE	19
287-05	HAR-HEALTH & RECREATION 2 CL 5	6	DLP		PE	19
287-06	HAR-HEALTH & RECREATION 2 CL 6	2	DLP		PE	18
201-01	APS-ACCOUNTING 2 CL 1	1	DJP	PITMAN, D.	C226	22
316-03	APS-ECONOMICS 3 CL 3	2	DJP		C222	19
316-01	APS-ECONIMICS 3 CL 1	3	DJP		C222	20
355-06	MAC-MATHEMATICS 3 CL 6	6	PJP	PITT, P.	15	25
292-04	MAC-MATHS STUDIES 2 CL 4	5	PJP		10	18
275-03	BSS-SOCIAL PSYCHOLOGY 2 CL 3	3	KPP	POLLEY, K.	25	18
375-02	BSS-SOCIAL PSYCHOLOGY 3 CL 3	2	KPP		24	25
375-04	BSS-SOCIAL PSYCHOLOGY 3 CL 4	4	KPP		24	26
355-04	MAC-MATHEMATICS 3 CL 4	4	SJQ	QUINN, S.	15	24
255-05	MAC-MATHS GENERAL 2 CL 5	1	SJQ		16	22

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Table C14 Major Commonwealth Government Student Assistance Schemes Primary and Secondary Education Students receiving assistance

Scheme	Conditions of Award	At 30 June 1983	1984	1985	1986	1987
Secondary Allowances	Means-tested benefits to the parents of full-time students under 19 years of age to complete last two years of secondary education	45,558	55,527	60,097	65,230	-
Adult Secondary Education Assistance	Means-tested benefits to full-time students over 19 years of age after at least three-year break from previous matriculation-level or tertiary study	2,303	2,585	2,695	2,524	-
Assistance for Isolated Children (Primary and Secondary)	Partially means-tested boarding (or second home) assistance and correspondence allowances provided for students whose home is beyond a specified distance from nearest school and school transport service. Assistance may also be made available for children with disabilities, children undertaking remedial or other special courses and children from itinerant families	19,318(a)	19,365(a)	18,979(a)	18,290(a)	n.a.
Aboriginal Secondary Assistance	Non-means-tested allowances for full-time students of Aboriginal or Torres Strait Island descent who are under 21 years and attending an approved secondary course. Awards are available for students attending primary school if the student is at least 14 years of age	18,954(a)	19,834(a)	20,841(a)	21,345(a)	22,264(a)

(a) These figures represent the number of students receiving assistance by 30 June of the years specified.